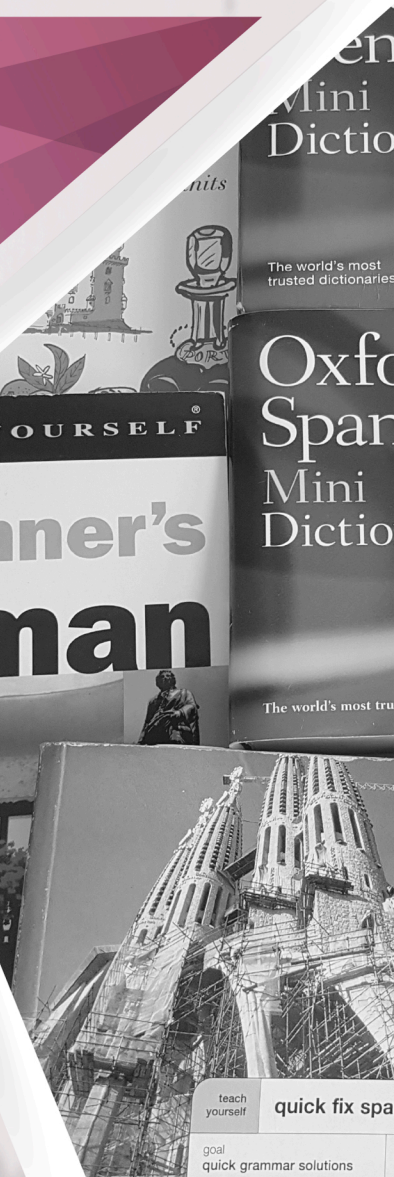# CURRENT THEORY AND PRACTICE ASPECTS OF LINGUISTICS, SOCIOLINGUISTICS AND METHODOLOGY OF FOREIGN LANGUAGES AT UNIVERSITIES IN MODERN GLOBAL HIGHER EDUCATIONAL SPACE

Edited by D.Sc. in Pedagogy
Nataliia Vasylyshyna

RS Global

CURRENT THEORY AND PRACTICE ASPECTS OF LINGUISTICS, SOCIOLINGUISTICS AND METHODOLOGY OF FOREIGN LANGUAGES AT UNIVERSITIES IN MODERN GLOBAL HIGHER EDUCATIONAL SPACE

MONOGRAPH

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Reviewers:

Goncharenko M.F. – D.Sc. in Economics, Associate Professor, PRJC "HEI Interregional Academy of Personnel Management", Kyiv, Ukraine.

Sydorenko K.V. – Ph.D. in Economics, Associate Professor, Deputy Dean for Educational and Methodological Work, Faculty of International Relations, National Aviation University, Kyiv, Ukraine.

Loboda T.M. – D.Sc. in Pedagogy, Professor, Responsible for Faculty Research Direction, Faculty of International Relations, National Aviation University, Kyiv, Ukraine.

Authors:

Bakhov I.S., Voytko T.V, Cherniuk A.P, Vasylyshyna N.M., Honcharenko-Zakrevska N.V., Pliasun O.M., Shestopalova I.O., Panchenko S.A., Zakrevskii D.A., Gundarieva V.O., Hlutska T.V., Sandovenko I.V., Skyrda T.S., Lazorenko N.L., Zhudro O.V., Zachepa I.M., Mykhailova V.I., Verkhovtsova O.M., Ishchenko O.V., Kutsenko O.V., Slobozhenko R.A., Melnyk Y.Y.

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Current Theory and Practice Aspects of Linguistics, Sociolinguistics and Methodology of Foreign Languages at Universities in Modern Global Higher Educational Space: the collective monograph / Edited by N. Vasylyshyna. – Warsaw: RS Global Sp. z O. O., 2022. – 94 p.

The collective monograph "Current Theory and Practice Aspects of Linguistics, Sociolinguistics and Methodology of Foreign Languages at Universities in Modern Global Higher Educational Space" incorporates five sections developed on the results of the author's research. The main scientific and methodological developments of the foreign languages university teaching community are presented in the foreign mutual 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 state university, which make up the vast majority of educational learners studying in Ukraine. Papers of the edition raise the issue of organizing effective foreign language learning realm 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 information computer technologies, social networks in the formation of written and oral speech skills, professionally oriented language learning, socio-cultural aspects of language, development of linguistic and cultural skills as well as local lore competences are studied for further advancements. This collection is aimed at scientific and pedagogical staff of higher education institutions, practical workers of the educational branch, scientists, students.

CONTENTS

INTRODUCTION

The present collective monograph represents the scientific works by foreign language university teachers, who are united with the main theme *"Current Theory and Practice Aspects of Linguistics, Sociolinguistics and Methodology of Foreign Languages at Universities in Modern Global Higher Educational Space"*. In the context of increasing and deepening international contacts in various spheres of socio-political, economic and cultural life, the high school 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 Aspects of Linguistics, Sociolinguistics and Methodology of Foreign Languages at Universities in Modern Global Higher 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 purposes of the monograph are as follows:

− to provide information about the current status of foreign languages in high school and teaching methods about it is concerned;

− 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 five sections.

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 and technologies of teaching a foreign language.

The professor *Bakhov I.S.* in his paper titled *"Means of Teacher Preparation for the Implementation of Competence-Oriented Education"* outlined in his research that the use of information communicative technologies and digital learning tools allow the teacher to develop interesting and high-quality educational materials, successfully plan and conduct classes, objectively determine the level of acquired knowledge, skills and abilities, and activate the activities of students.

The authors *Voytko T.V., Cherniuk A.P.,* contributed in it with *"An algorithm for expanding communicative competence of English for specific purposes during the war"*. Why is education important during war? It is where students can come to understand the events around them and learn things that could mean their survival. War time imposes new tasks and approaches on teachers.

Section #2 of the monograph *" Innovative Methods and Technologies in the Study and Teaching of Foreign Languages"* discusses the use of modern methods and technologies of teaching a foreign language in practice. *Vasylyshyna N.M. and Honcharenko-Zakrevska N.V.* presented their considerations on the topic in "The efficiency of new teaching methodologies in the process of shaping foreign communicative competencies". *Pliasun O.M.* in "*Podcasts as an effective means of teaching English*" develops the idea that using new 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.

In Section #3 *"Theoretical Basis on Adequate Translation Issues" Shestopalova I.O., Panchenko S.A., Zakrevskii D.A.,* studied the possible ways of teaching students to render 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. They present their research in "Methodological and didactic foundations of teaching translation to students of philological specialties".

Section #4. "Virtual Educational Environment in the System of Professional Foreign Language Training" discusses educational environment that may help the brain to absorb and retain information more easily and increase learning effectiveness and is more productive than traditional learning methods.

The multimedia approach helps the students to develop higher-order thinking skills. *Hlutska T.V., Gundarieva V.O., Sandovenko I.V.* write about *"The importance of using movies for online learning in wartime"*. They underline that the electronic media are very important in the teaching of the foreign language, formation of the general culture and the conception of the world.

The use of video is very effective in the formation of the communicative culture of the students, because it is not only the possibility of listening to the living language but also getting acquainted with the realities of the country. Using movies increase student engagement, which in turn helps improve results. If students are interested in the material, they will process it and retain it better. Digital videos facilitate remote learning opportunities so teachers can reach students wherever they

are. *Skyrda T.S., Lazorenko N.L., Zhudro O.V.* in *"Education of patriotism in international students through gamification"* insist that patriotism can mean so much more and can be practiced by anyone in their own way. There seems to be a disconnect between what students think patriotism is and what it actually is. Here is why we should teach students patriotism in class. The basic form of patriotism is having a love for their own country. If patriotism were to be taught in schools, the students would be able to slowly develop and sense of pride for his/her country. The students will also understand why it is important to have respect for the fundamental structures of the country. The goal is to make them feel that the country is worth fighting for.

Teaching German as the second foreign language made *Zachepa I.M., Mykhailova V.I.* analyze *the potential of media resources and didactic teaching of authentic materials for the discipline "second foreign language (German).* According to the authors effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

In Section #5 "Language Picture of the World: Linguistic and Cultural Aspects" the language picture of the world is defined as the representation of the real world in the system of concepts and categories of the language. Language processes are inextricably related to the processes of identifying objects from the outside world and their understanding. Considering *"The problem of accent discrimination in Great Britain and France, Slobozhenko R.A. and Melnyk Y.Y.* found out that language discrimination occurs when a person is treated differently because of their native language or other characteristics of their language skills. Language discrimination may also occur if a person is denied access to businesses or government services because he or she does not speak, understand, read or write English well. These subtle yet damaging forms of linguistic discrimination can lead to many socio-affective issues such as anxiety, lack of motivation, and a negative self-concept that can greatly affect the competence and performance students have regarding the target language and their interaction inside the classroom. *Verkhovtsova O.M., Ishchenko O.V., Kutsenko O.V.* devoted their article to *"The influence of the Chinese culture and language on the European community".* Their research led to the conclusion that unlike Slavic, Germanic and Romance languages, Chinese as a donor language does not play a significant role in replenishing the vocabulary of European languages.

Recently, one source language has been actively used, it is English. Nevertheless, there are a number of borrowings from the Chinese language, which are several thematic groups, and their composition has been replenished. Their study is currently particularly relevant in connection with the processes of globalization. The article attempts to analyze the impact of the Chinese language and culture on the European society in general and English in particular. How do language and culture relate - these two most important attributes of a person and humanity? How do they interact? These are the basis of most cultural formations and communicative reality; they are all complex and very topical questions that the research is to answer.

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

1.1 MEANS OF TEACHER PREPARATION FOR THE IMPLEMENTATION OF COMPETENCE-ORIENTED EDUCATION

Bakhov I.S., D.Sc. in Pedagogy, Professor, Head of the Department of Foreign Philology and Translation, Interregional Academy of Personnel Management, Kyiv, Ukraine

Abstract. *The latest technologies and means of e-learning can increase the effectiveness of established forms of organization of the educational process: lectures, practical and laboratory classes. The use of ICT and digital learning tools allows the teacher to develop interesting and high-quality educational materials, successfully plan and conduct classes, objectively determine the level of acquired knowledge, skills and abilities, and activate the activities of students. In addition, ICT and modern digital learning tools play an important role in organizing students' independent work. Modern electronic educational resources, electronic learning environments, computer testing systems make it possible to make this most important component of student activity truly organized and controlled. The current level of development of information computer technologies and electronic learning tools significantly expands access to educational and professional resources. Therefore, the active and competent use of ICT and digital learning tools is a necessary condition for the further implementation of the competence-oriented education model. How effectively this process will take place depends on the level of ICT competence of both teachers and students of education, high-quality electronic content, the activity of forming network educational communities as an innovative environment, the exchange of the best educational methods and practices.*

1. Introduction

Distinctive features of today are the growth of the amount of information and the high level of development of information and telecommunication technologies, their widespread use in all fields. A modern citizen of the information society seeks to actualize acquired knowledge and skills, flexibly adapt to the changing conditions of today, make decisions independently, think critically, and process information competently. Such a change in the outlook of society, the integration of Ukraine into the European educational space, determine the latest requirements for the level of teacher training, modern directions of productive transformations of domestic pedagogical education. The country's education system should prepare students for professional activity in the world, which requires competencies to construct an innovative reality.

The conceptual provisions on the content and organization of the process of training future teachers are based on the Laws of Ukraine "On Higher Education" (2014), "On Education" (2017), the Order of the Ministry of Education and Science of Ukraine "On Approval of the Branch Concept for the Development of Continuous Pedagogical Education ". Normative and legal acts, which determine the directions of modernization of the state education system, are developed taking into account such documents as "Goals of sustainable development of Ukraine for the period until 2030" (2019), the National Economic Strategy for the period until 2030 (2021) and the Human Development Strategy (2021).

It should be noted that the reforms of Ukrainian education are carried out in the context of the Bologna process, which aims to transition to competence-oriented education, therefore the competence-based approach has been declared the leader in the modernization of the education system of Ukraine. The main goal of the competence approach is to ensure the quality of education, orientation to the result. Competency approach as a modern educational paradigm involves the purposeful formation of the future teacher's abilities to effectively carry out pedagogical interaction, the development of his professional and personal qualities, mastering the experience of professionally oriented activity in the conditions of a real pedagogical process [14, p. 130]. Therefore, the main goal of domestic higher education is to prepare a graduate who has not only mastered a certain amount of knowledge, but also knows how to apply it.

The purpose of our investigation is to analyze modern scientific research in psychology, pedagogy, linguistic didactics, dedicated to the study of ways to prepare a modern teacher for the implementation of competence-oriented teaching, to systematize and summarize information on the didactic aspects of the effective use of teaching aids, in particular those based on information-computer computer technologies, in the conditions of the transition to competence-oriented education.

2. Research Outcomes

The implementation of the competence approach in the educational process requires a teacher trained for this. In higher education, the introduction of competence-oriented training is considered in two aspects. First, the content of professional education is being modernized, which involves its selection and structuring with the simultaneous determination of the effective component of the educational process and students' acquisition of competencies. Secondly, there is a need to teach future teachers to purposefully form key and subject competencies in students [7, p. 36].

Competency approach, its essence, categorical apparatus, specifics of implementation in the educational process are actively studied by domestic researchers. At the legislative level, recognition of the importance of the implementation of the competence approach took place with the introduction of the State Standard of Primary General Education and the State Standard of Basic and Comprehensive General Secondary Education. These documents emphasized the need to use the specified approach during the organization of the educational process.

In Ukrainian pedagogy and psychology, the essence of the competence approach in the training of specialists of various levels was reflected in the research of such domestic scientists as N. Bibik, L. Vashchenko, I. Zimnya, S. Kalashnikova, N. Kuzmina, O. Lokshina, A. Markova, O. Ovcharuk, L. Parashchenko, O. Pometun, S. Trubachova, L. Horuzha, A. Khutorsky, and others. In the works of these researchers, aspects of the essence of the competence approach in education were thoroughly considered, the features of this latest educational methodology in the training of specialists were determined, advantages compared to the knowledge paradigm, positions were developed regarding the development of competence-oriented technologies and methods.

The fundamental provisions of the professional training of a modern teacher are highlighted in the scientific works of Y. Babanskyi, V. Bekh, V. Bondary, N. Boreyko, S. Honcharenko, O. Horoshkina, E. Grishina, O. Dubaseniuk, M. Yevtukh, I. Zyazyun,

V. Lozova, V. Lugovoi, T. Kalyuzhnaya, N. Kuzmina, V. Kuzya, A. Nisimchuk, A. Sbruyeva, O. Ohienko, O. Pehoty, O. Savchenko, L. Khomych and others. Taking into account the priority of professional training of teachers in accordance with European educational standards, the special attention of scientists V. Bespalko, O. Bilyk, O. Dubaseniuk, Ya. Kodlyuk, S. Kulikovsky, A. Markova, N. Nychkalo, O. Ovcharuk, M. Pavlyutenkov, O. Pometun, L. Khoruzha, V. Khymynets, O. Yarova, I. Yashchuk focuses on the problem of introducing a competency-based approach to the content of modern education.

It should be noted that in the studies of the mentioned scientists, the existence of a contradiction between the requirements of the competence approach to the organization of the educational process and the modern practice of the higher pedagogical educational institution was repeatedly pointed out. O. Horoshkina emphasizes that "According to practice, practical teachers lack the knowledge acquired in higher education institutions, moreover, the system of methodical training of future teachers largely preserves traditional features. This necessitates the introduction of information to the methods of higher education that acquaints students with the conceptual foundations of the competency approach [1].

The innovative component in the new paradigm of higher education can be traced in the following changes:

− the learning process is focused on the independence and autonomy of the learner, and the learning function is transformed into the function of pedagogical support for learning;

− there is a redistribution of time between independent and classroom work in favor of the first;

− a new approach to education for the development of thinking and activity is being formed;

− the educational and informational educational environment is transformed into an open system that is enriched thanks to external sources of information;

− information technologies are actively integrated into the educational space.

The National Report on the State and Prospects of Education Development in Ukraine (2021) indicates a lack of communication and pedagogical components in teacher training, which inhibits the humanization of education and the personal orientation of the educational process. In addition, it is emphasized that the possibilities of information and communication technologies are not fully used in the educational process to increase its effectiveness, which is caused by a number of technical and methodical factors. It is also negatively affected by insufficient awareness of teachers with available online educational resources, low ability to create their own resources and methodically expediently use them" [8, p. 46].

In this regard, one of the leading tasks facing the general education system is the provision of comprehensive scientific and methodological support of the educational process, in particular with the use of information and communication technologies (ICT), digital resource environments, electronic and digital learning tools.

L. Popova, T. Levchenko, I. Zaichenko, O. Tsarenko, I. Khizhnyak investigated the use of a wide range of teaching aids during the implementation of the competency-based approach, the peculiarities of the use of competency-oriented training aids, and their influence on the optimization of the educational activities of those seeking education.

L. Popova, points out that "teaching aids are one of the components of the educational process. The productivity of the educational and cognitive activities of the students of education, their acquisition of experience in speech activities, and therefore the effectiveness of the formation of subject and key competences depends on their methodically appropriate application" [11, p. 110]. In addition, the researcher emphasizes that "the effectiveness of the implementation of the educational process is related to the problem of representing theoretical material from a certain educational subject to students, its visualization. And the faster society moves in the direction of technical and technological progress, the faster the means of education need to be modernized" [10, p. 164].

The World Education Forum, held in Incheon in 2015, emphasized the importance of training teachers to use ICT and digital learning tools: "it is necessary to use information and communication technologies to strengthen education systems, disseminate knowledge, ensure access to information, quality and effective learning and more effective provision of services" [5, p. 31].

The Qingdao Declaration of 2015, which was released at the international conference "ICT and Education after 2015", pointed out the feasibility of professional development of teachers for the effective integration of ICT in the educational process. In particular, the declaration states that "the successful integration of ICT in teaching and learning requires rethinking the role of teachers and reforming their training and professional development. We must ensure that educational institutions that provide training, retraining and professional development of teachers are sufficiently equipped and ready to use ICT in order to increase the effectiveness of the implementation of teacher training and professional development programs and act as an advanced platform for introducing innovations into educational practice, which are based on the application of technologies." [15, p. 34].

In Ukraine, the issue of informatization is given a prominent place in the Concept of State Policy Implementation in the Reform of General Secondary Education "New Ukrainian School" for the period until 2029, approved by the Government in December 2016, as well as the Concept of Development of the Digital Economy and Society of Ukraine for 2018-2020 years, in which, in particular, it is indicated that the digitization of education is a modern stage of its informatization and involves the saturation of the information and educational environment with electronic and digital devices, means, systems and the establishment of electronic communication exchange between them, which actually enables the integral interaction of virtual and physical, i.e. creates a cyber-physical educational space [12]. The Laws of Ukraine "On Education" (2017) and "On Comprehensive General Secondary Education" (2020) define information and communication skills as key. The provisions on the National Educational Electronic Platform (2018), on the electronic textbook (2018), and on electronic educational resources (2019) are aimed at the development of electronic learning, the creation of electronic educational resources, and the formation of digital competencies of participants in the educational process.

The implementation of a competence-oriented approach involves the wide use of active and interactive forms of classes in the educational process (computer simulations, business and role-playing games, analysis of specific situations, psychological and other trainings). Competence-oriented approach in the educational process is implemented

thanks to the use of new pedagogical technologies, forms and methods of education. Diversification of the used pedagogical technologies is a necessary condition and consequence of the implementation of competence-oriented educational programs. Therefore, competence-oriented education involves the transformation of traditional technologies based on the reproductive model of learning towards active and interactive learning technologies. If in the reproductive model of learning, the central figure is the teacher who imparts his knowledge, then in the second model, the student is quite independent and develops his competencies under the guidance of the mentor [9]. It is important to note that the use of ICT-based learning tools in the educational process in the context of modern educational technologies can significantly increase the educational and educational effectiveness of the teacher's work.

The level of use of modern ICT and digital learning tools in the field of education is assessed in four main directions:

‒ equipping educational institutions with modern computer and telecommunication equipment;

‒ improvement of the education management system;

‒ creation of electronic information and educational resources;

‒ introduction of new educational technologies and principles of organization of the educational process [4, p. 7].

The fourth direction is the most difficult, as it requires significant efforts of a significant number of people, namely, revision of established methods, teaching methods, mastering of the latest technologies, constant improvement of the qualifications of pedagogical workers.

What modern ICT and digital learning tools should be used in the educational process, how to integrate them with the best traditional and innovative pedagogical technologies? Here are the most difficult and urgent questions, the solution of which determines the success of education reforms in the information society.

The works of such Ukrainian scientists as I. Gudchyna, V. Edigei, V. Kotkova, I. Krasilnikova, L. Masol, R. Petelina, L. Petukhova, S. Polozova, V. Skvortsova, O. Spivakovskyi are devoted to the issue of informatization of education. Research shows that the use of ICT and digital learning tools during the educational process creates conditions for increasing the level of interest of students in educational activities due to the introduction of elements of novelty. The problem of using multimedia technologies in the educational process was considered by V. Guzeev, P. Horol, R. Gurevich, M. Zhaldak, Yu. Zhuk, V. Yevdokimov, I. Korovets, Yu. Mashbyts, O. Molaninova, O. Pinchuk, T. Piskunova, E. Polat, S. Sysoeva, V. Sumska and others. In addition, active research and practical activities in this direction are carried out by the UNESCO Institute for Information Technologies in Education.

Analysis of didactic tools based on innovative learning technologies shows that learning tools based on ICT and digital learning tools offer wide didactic opportunities, namely:

‒ preparation, editing and processing of information;

‒ display and transmission of information in text, graphic, audio and video formats;

‒ storage and systematization of information;

‒ quick information search;

‒ dissemination and transmission of data using information and communication means;

– communication and interaction through network services;

– display of texts, graphics on the screen, which makes it possible to organize group work on information.

Therefore, digital learning tools represent a universal basis for activities related to information exchange, as well as the creation of an informational and educational environment.

One of the main trends in the development of informatization of education is the desire to use educational Internet resources, which provides users with access to domestic and foreign sources of information, provides the opportunity to choose the form and place of study, the level of education.

Let's consider ways of using the Internet for educational purposes:

– information search (analysis of scientific publications and abstracts on the chosen topic, their evaluation; compilation of annotated references on the topic being studied, creation of presentations; collection of multimedia material; information search in electronic libraries, specialized databases, information and reference systems, electronic magazines, newspapers, encyclopedias, dictionaries);

– communication (correspondence in network communities; discussions in blogs; virtual meetings on webinars and video conferences);

– publications (creation of thematic web pages, thematic data banks, electronic educational resources, web quests; publication of term papers, theses, articles, presentations);

– preparation for classes (planning of classes using electronic calendars and intelligence maps; development, accumulation and distribution of educational materials);

– training (lectures and courses in online mode; joint work of students in web projects; support of extracurricular work of students; virtual worlds, whiteboards, excursions, exhibitions);

– evaluation and control of students' knowledge (testing of students (internet testing); organization of performance and assessment of tasks).

Educational portals and open educational resources have gained particular importance in the storage, systematization and distribution of electronic educational and methodical resources. Their main function is to provide users with information resources and educational services according to individual needs, using information, navigation and communication services. Open educational resources are any educational resources (including curricula and programs, course materials, study guides, videos, multimedia applications, podcasts and other materials designed specifically for teaching and learning) that are publicly available and can be used by teachers and students without paying any licensing fees or commissions.

The significant contribution of open educational resources to the educational process is, first of all, based on the idea of integrated use of resources within the curriculum (the so-called learning based on a complex of resources). The ability to host and provide and access such digital resources via the Internet plays an important role.

An interactive site, the content of which is filled by the network participants themselves, is called a social network (Internet network). The social network is aimed at building network Internet communities connected by common interests or a common cause. Social networks are websites or applications that allow people with a common cause or interest to interact with each other interactively. Social networks such as Facebook, Twitter, Instagram and LinkedIn are good examples of applications

that provide students and teachers with the opportunity to share information both within the classroom or school, and to communicate with users from other countries. Social networks can also be used to develop educational communication, organize interactive learning and strengthen communities of students and teachers. Under such conditions, teachers need skills that will allow them to effectively solve problems such as the negative impact of excessive use of social networks on the mental and physical health of students, bullying and online discrimination.

A network community is a group of people who communicate and perform joint activities using computer network facilities. A type of network community is a network professional community, which is aimed at uniting people with similar professional interests and/or professional activities. Online educational communities open opportunities for continuous self-education and self-improvement, stimulate the exchange of experience, develop creative and communicative abilities of teachers and students.

A blog is a site whose main content consists of events presented in reverse chronological order and published on the Internet. Entries (posts) containing text, images, and multimedia are regularly added. An educational blog is a tool for pedagogical interaction among teachers, students, and pupils. The modern typology of educational blogs in school practice can be presented as follows [6]:

− blogs in the educational and educational process (blog of one lesson or topic, blog of a subject teacher, blog of a class, blog of an educational project, blog of a student or electronic notebook of a student, blog-portfolio of a student, blog-diary of a student, blog for remote support of a student);

− blogs created for improving the qualifications of teachers and organizing professional communication (a blog for the professional community, a teacher's professional blog for communicating with colleagues, a teacher's blog portfolio, blogs of leading experts in the field of education, blogs of professional development centers and educational centers.

The use of blogs by students during their studies is useful. Blogs make it possible to get up-to-date information, communicate with bloggers and educational professionals. Thanks to the accumulated experience of communicating in blogs, future teachers receive expert knowledge in their field, learn to think critically and creatively, competently express their thoughts in written form, and lead a reasoned discussion.

Another type of site, the structure and content of which users can edit directly using their web browser, is a wiki. This is a model of sites whose content can be changed by the user himself. A site created on the basis of such technology is a collection of interconnected records and is created by many people, that is, the content is formed based on the personal contribution of each of the participants. Communicative opportunities are implemented through joint editing of pages. The project nature of the work, cooperation, the formation of the product of collective activity fill the work of students and teachers, school students with content, provide meaningful interaction, exchange of knowledge, evaluation and constant improvement.

An important feature of the use of these services in education is the joint creation and use of resources. Such group cooperation involves personal actions of participants and communication of participants with each other, namely, notes and annotations of texts, recording of one's own thoughts, placing links to Internet resources, photos, books; watching videos in video services; compilation on one page of information from various Internet services; exchange of messages.

So, social services and group activities within online communities offer the following opportunities for pedagogical activities:

− use of open electronic resources;

− independent creation of online educational content, publication of materials on the Internet;

− acquisition of informational competences;

− monitoring the activities of community members, joint activities and cooperation.

Let's move on to the consideration of information and communication technologies specially developed for educational purposes. During the last few decades, technologies and tools specially oriented for use in education have been developed on the basis of computer technology and modern means of communication. At the current stage, we can talk about the existence of an independent field of information and communication technologies, namely ICT in education. ICT and digital learning tools in education should include:

1. Technologies for presenting educational information, namely all types of electronic educational resources: electronic textbooks and study guides, multimedia educational resources, interactive simulators, virtual and automated workshops, computer testing systems, etc.

2. Access technologies to electronic educational resources, local and network.

3. Technologies for the organization of pedagogical interaction - telecommunication means through which educational dialogue (feedback) is carried out. These include both universal network communication technologies (e-mail, video and conferencing technologies, social network services), and specialized software systems, namely virtual educational environments, shells for online e-learning. Such technologies are also called network learning technologies. Their application involves the creation of an electronic learning environment for students and teachers that simplifies access to electronic educational resources, provides support for independent learning activities, organization of individual and group interaction of students and teachers, intermediate and final testing.

I.V. Robert [13] cites the following didactic possibilities of ICT in education:

− instant feedback between the user and ICT means, which determines the implementation of an interactive dialogue;

− computer visualization of educational information regarding the object being studied;

− computer modeling of the researched objects and the connections between them, as well as phenomena and processes that take place both in reality and virtually, presentation on the screen of an information-descriptive, visual model of the original;

− storage of large amounts of information;

− automation of the processes of information and search activity, operations of collection, processing, transmission, storage of information;

− automation of the processes of informational and methodological support, organizational management of educational activities and control.

The quality of electronic educational resources is determined by the following indicators: content characteristics, interactivity, multimedia, the possibility of modifications, cross-platform.

Together with traditional means of education, electronic educational and methodical complexes of disciplines are developed and used. The electronic educational and methodological complex is a structured collection of electronic educational resources containing interconnected educational content and intended for joint use in the educational process. The structure and educational content of the electronic educational and methodological complex is determined by the specifics of the education levels, the requirements of educational programs and other regulatory and methodological documents. Electronic educational and methodical complexes can be created to ensure the study of individual disciplines, educational modules, complexes of disciplines, as well as for the implementation of educational programs as a whole. Usually, an electronic educational and methodical complex consists of an electronic study guide; means of supporting practical and/or laboratory classes, if they are provided for in the curriculum (automated or virtual laboratory practice); knowledge testing tools (interactive tests, tasks, etc.); methodological instructions regarding the use of the electronic educational and methodological complex.

At the current stage, electronic teaching aids in various disciplines are being actively created on the basis of hypertext and/or multimedia technology. As a rule, if an electronic training manual is created mainly using hypertext technology, then it is called an electronic training manual with hyperlinks, if it is based on multimedia technology, then such a training manual is considered multimedia.

Multimedia technologies are understood as ways of preparing electronic documents, including visual and audio effects, multi-programming of various situations. Multimedia means a complex of hardware and software tools that allow the user to communicate with a computer using a wide variety of media: graphics, hypertext, sound, animation, video.

A multimedia training manual, unlike a printed one, can have a non-linear (hypertext) structure of information presentation; to be characterized by interactivity, i.e. to respond to the student's actions in one way or another (hints, messages, interactive tests, tasks, crosswords, simulators, reference books); contain rich illustrative material (pictures, photos, animations, videos, audio), which allows to increase the effectiveness of perception and understanding of complex material; allows you to model complex objects, processes and phenomena thanks to the use of "virtual reality" technology (simulation modeling, virtual laboratory workshops, virtual worlds, 3D modeling); provides an opportunity to quickly find information and more convenient access to it (hypertext, bookmarks, keyword search, tag cloud); makes it possible to carry out automated final or educational control with the provision of recommendations for adjusting the process of studying the material (computer testing).

The use of multimedia training aids enables the implementation of innovative methods of organizing independent educational activities. First, the modular structure of the multimedia tutorial with the available option of saving the results of the student's work and forwarding them over the network turns the independent work of students into a truly structured and controlled activity. Secondly, thanks to the presence of theoretical, practical and control modules in each section of the manual, the effectiveness of independent work of students increases, because under the conditions of an active activity mode, the acquisition of knowledge and skills is significantly accelerated. Thirdly, since the control block of the manual is able to provide one hundred percent frontal survey of students (feedback), the teacher has the opportunity to exclude from the

plan of classroom lessons a sample survey, which aims to check basic knowledge. Fourth, the use of multimedia components in the module of illustrative and demonstration material makes it possible to save the teacher's time when explaining new material. Therefore, the hours allocated for direct contact with students can be used much more effectively, for example, for conducting a group discussion, joint analysis of non-standard tasks or in-depth study of a new topic.

Electronic educational resources ensure the implementation outside the classroom of such types of activities that were previously only possible in an educational institution: laboratory experiment, practicum by specialty, control of knowledge, skills, competency certification based on models of professional situations, etc. Note that the effectiveness of educational work is higher than the traditional level due to the presentation of educational materials in interactive audiovisual formats, which lead to the introduction of active forms of learning.

Virtual and augmented reality, as well as artificial intelligence, have significant potential for creating an interactive learning environment. Virtual reality is a computer-generated simulation environment with which a person can interact. A person immerses himself in an artificially created environment, where he can use the objects in it and perform various actions. Augmented reality is an environment that supplements the real physical world with virtual objects created on a computer in real time. In this way, augmented reality adds certain artificial elements to the perception of the real world, and virtual reality creates a new artificial world.

Virtual and augmented reality technologies create additional opportunities for experiential learning by simulating a real environment. For visual learners and those with learning difficulties, virtual reality is an alternative learning method. The advantage of involving virtual and augmented reality technologies in the educational process is that students find themselves in conditions close to real ones. This improves the assimilation of educational material and increases the ability to remember.

Artificial intelligence is applied in the educational system in the form of personalized content with the help of programs and applications for adaptive learning, diagnostic tracking and monitoring tools, automated assessment systems and even educational applications based on artificial intelligence. This technology provides new opportunities for advanced learning and offers increasingly flexible lifelong learning systems. However, the more widespread Artificial Intelligence becomes in the field of education, the more concerns arise related to issues of ethics, data security and compliance with human rights.

There is no generally accepted definition of artificial intelligence yet. In general, the term "artificial intelligence" is used when machines, particularly computers, imitate the thinking or behavior associated with human intelligence. These processes include learning (receiving information and rules for its use), logical thinking (using rules to formulate conclusions), identifying and correcting one's own mistakes. Artificial intelligence is used in expert systems, speech recognition and natural language processing systems, machine vision technology and image acquisition. The latest achievements in the field of artificial intelligence have been made possible thanks to the development of "machine learning" and "deep learning" algorithms in combination with virtually unlimited computing power and access to big data.

One of the key points of the transition to competence-oriented education is a significant increase in the importance of independent work of students and the use of

active and personally-oriented forms of education. Effective organization of this type of student activity involves ensuring the solution of such educational tasks as the development of critical thinking; mastering the techniques of independent mental activity; training technicians to work with large amounts of information and to construct new knowledge; effective interaction with others. Solving these tasks is possible only if the independent work of the subjects of study is controlled and transparent.

It should be emphasized that in conditions where the priority form of learning is the independent cognitive activity of students, the role of the teacher also changes: he becomes a consultant, a coordinator of the educational process. The teacher's task is to support and develop the ability of the student body to make decisions, understand the essence of the studied phenomena and form intellectual skills. Under these conditions, teaching aids, in particular ICT and digital teaching aids, perform the function, on the one hand, of one of the effective means of organizing and ensuring the independent cognitive activity of students, and on the other hand, as a catalyst of this activity. In addition, ICT-based learning tools help to interest students and awaken their desire for new knowledge.

Summarizing what has been said, it can be stated that Information and communication technologies act as a factor in the growth of production and business, the progress of science and education, and have a significant impact on the development of modern education. The transition from the qualification model of a specialist to a competence model is a requirement of modern society.

We agree with Lesya Dzyuba-Shpuryk that in the rapidly changing flow of information, the future teacher is required not only to be able to find information, but also to be able to qualitatively analyze it, synthesize, compare, structure, generalize, classify, evaluate it and formulate conclusions [3, p. 44], that is, to possess information and communication competence, which is considered as the teacher's ability to actualize, select, integrate and apply in specific educational situations the acquired knowledge, skills, skills, methods and experience of using ICT. N. Gramatik emphasizes that "future teachers should be directed to such a mastery of information and communication and innovative technologies that they become for them not only a means for visualizing educational information, but a vital necessity for professional and personal growth and self-improvement" [2, p. 76].

The use of information and communication technologies and means of electronic learning in the educational process contributes to increasing its effectiveness, comprehensive and harmonious development of the personality of students, revealing their talents, significantly affects the content, forms, methods and means of learning. Adequately selected digital learning tools enable the development of creative abilities of both students and schoolchildren, increase their cognitive activity, stimulate the emotional sphere and intellectual activity.

However, despite the fact that modern information and communication technologies and digital learning tools offer a wide range of didactic opportunities, it would be a mistake to believe that their application can definitely improve the quality of education. The productivity of ICT application is determined by what kind of pedagogical technologies are the basis of the educational process. Tangible results can be achieved by combining digital learning tools with advanced learning technologies aimed at intensification and individualization of the learning process, development of communication and creative skills.

3. Conclusions

The latest technologies and means of e-learning can increase the effectiveness of established forms of organization of the educational process: lectures, practical and laboratory classes. The use of ICT and digital learning tools allows the teacher to develop interesting and high-quality educational materials, successfully plan and conduct classes, objectively determine the level of acquired knowledge, skills and abilities, and activate the activities of students. In addition, ICT and modern digital learning tools play an important role in organizing students' independent work. Modern electronic educational resources, electronic learning environments, computer testing systems make it possible to make this most important component of student activity truly organized and controlled.

The current level of development of information computer technologies and electronic learning tools significantly expands access to educational and professional resources. Therefore, the active and competent use of ICT and digital learning tools is a necessary condition for the further implementation of the competence-oriented education model. How effectively this process will take place depends on the level of ICT competence of both teachers and students of education, high-quality electronic content, the activity of forming network educational communities as an innovative environment, the exchange of the best educational methods and practices.

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1.2 AN ALGORITHM FOR EXPANDING COMMUNICATIVE COMPETENCE OF ENGLISH FOR SPECIFIC PURPOSES DURING THE WAR

Voytko T.V., Candidate of Philological Sciences, Associate Professor of the Department of Foreign Language and Translation, National Aviation University, Kyiv, Ukraine

Cherniuk A.P., Senior lecturer of Department of Foreign Philology and Translation, Interregional Academy of Personnel Management, Kyiv, Ukraine

Abstract. The given paper highlights main aspect of distant education and how the communicative competence functions. The distance learning has become useful during the pandemic and irreplaceable after the full-scale invasion of Russia. There can be considered the result of teaching students a foreign language as dynamically indicative, which demonstrates not only understanding of foreign language communicative competence, but also the ability to adequately respond in various situations. The organization of the process of learning foreign languages in a distant form allows you to most fully implement a student-centred approach to learning. With this approach, a student is considered as a person who is ready for a continuous process of education and improvement of his/her abilities. The integration of intercommunication technologies into the process of learning a foreign language makes it possible to more effectively form and develop receptive grammatical, lexical, reading and listening skills, productive grammatical and lexical skills. We offer an algorithm for expanding communicative competence in the discourse of international relations English format using multimedia technologies.

1. Introduction

The main characteristic of discourse is that it should be communicative and functional. The discourse serves to transmit and store information and influence the person receiving the information. An important property of discourse, in our case it is international relations, is its informativeness, integrity and coherence.

Students will be able to manage their cognitive thinking and control their speech activity only when they have consciously mastered the basic laws of a foreign language structure and system at the level of listening, reading, speaking and writing.

Thus, it can be noted that the communicative technique contributes to the rapid mastery of students' speaking skills. And even in the war time we can improve students' knowledge with the help of distant education. Distance learning has become useful during the pandemic and irreplaceable after the full-scale invasion of Russia.

Online practical studies allow students to get education in the combat zone and temporarily occupied territories. Distance learning technology can be divided into basic categories and they are as audio, video, computer. Many of them overlap and combinations of these technologies may be used for some programs.

Nowadays, there can be considered the result of teaching students a foreign language as dynamically indicative, which demonstrates not only understanding of foreign language communicative competence, but also the ability to adequately respond in various situations. Teaching such a type of speech activity as "speaking" is the most difficult and largely depends on the motivation of students. Today many scientists consider the aspect of "speaking" playing a key role in the professional activity of the future graduate and in our

case international relations students. Many methods cover, to one degree or another, a communicative approach to learning, since oral communication is unthinkable without understanding the speech of the interlocutor, since in the process of verbal communication everyone acts both as a speaker and as a listener. The process of learning the communicative competence can be presented as follows:

- sounds pronunciation and sound patterns;
- intonation patterns and rhythm;
- selection of appropriate words and sentences depending on the social setting, audience, situation and topic;
- a logical sequence during speaking;
- the use of language as a means of expressing values and judgments;
- the ability to speak fluently and with a small number of pauses [4].

During training speaking skills there can be distinguished two forms of communication i.e., dialogical and monologue. The dialogical form is paying much attention to as it involves two or more participants in the communication chain.

2. Communicative Task

Dialogic speech affects the communicative functions of the language, it implies the desire of communicators to hear and understand each other, the ability to correctly ask a question, the ability to express regret, agreement / disagreement etc. Moreover, for dialogic communication, the main requirement is knowledge of educational material (vocabulary, grammar, visual material). Monologue speech consists of such units as a sentence and a logically connected text. In this case, we are dealing with a "*subject / object*" type of communication (report, presentation, message, retelling). For the development of dialogic and monologue speech, textbooks and teaching aids offer such communicative exercises for the development of speech skills and abilities, which can be formulated as follows: *Inform to your groupmates ..., Discuss with your ... .* Speaking is implied to stimulate e.g. – *discussion – role-playing – interviews – news informing* – all these is fulfilled in mini-groups.

Above, we indicated the classical methods of forming communicative competence, which are introduced to the students within the framework involving participants (subject-subject, subject-group of subjects). However, we should not forget that we are in the conditions of distant learning, which is dictated by the current military situation in the country. The process of using the computer, interactive and multimedia technologies in the education system 10-15 years ago was spontaneous. Today, the use of various electronic resources is, first of all, a necessary measure, the only means for continuing education for students.

At the same time, the increased mobility of a modern student, expressed in the constant use of various devices and applications installed on them, shows the expediency of using various information technologies in foreign language learning. In traditional teaching methods, the teacher plays the main role, monitors the course, and students are passive listeners who perform tasks. Contact with students takes place in the form of oral surveys, tests and tests. Great attention is paid to the expansion of vocabulary, assimilation of grammatical material. There is constant interaction in the learning process. The term "interactive" means able to cooperate, be in a conversation mode, dialogue with someone (a person), something (a computer). The interactive learning is firstly the interaction of the teacher and the student, as well as students with

each other. Within the classroom, students are active participants, the teacher guides students, creates a comfortable working out, stimulates creativity, cognitive activity, independence. Interaction can also fit well with distance learning, which is carried out through educational platforms and services that give people from all over the world the opportunity to study at a convenient time in a convenient place, improve their skills. Analyzing the use of educational platforms for the formation of linguistic competencies in learning languages we presented the main educational services in the following list: Google classrooms; Moodle; Coursera; European School Education Platform. The educators use platforms in remote foreign language classes, analyzed their effectiveness and concluded that online technologies help in learning a foreign language, since students have the opportunity to listen to native speakers and train listening skills, perform various interactive tasks, work out grammar rules, read authentic works. It should be emphasized that educational platforms are not free from disadvantages, since many require registration and payment for use. A good option in this case would be a trial use case. Learning a foreign language at a technical university involves mastering professional vocabulary, and the analyzed platforms are designed mainly for learning common vocabulary. Educational services can also be a good help for the formation of sociolinguistic competence.

3. Content Component

Online classes are possible subject to good technical equipment (availability of a video camera, microphone), sufficient Internet speed, if there is no printed version of the coursebook, then it is necessary to display an electronic textbook or make copies. It is more difficult to exercise control through online services. Most often, it is a test that is well suited for intermediate certification and control of grammatical and lexical skills, and there are also certain difficulties in assessing speaking skills. On the one hand, these are limited technical capabilities (sound, communication through gadgets). On the other hand, there is no emotional connection that appears in the process of working live, it is more difficult to show creativity. An even greater difficulty is the questioning or evaluation of a monologue statement, which, of course, slows down the formation of dialogic speech. It is difficult to identify the identity of the student if for the first time they met only in an online lesson. So, we should humanize the classroom.

The teacher is faced with the task of selecting material of the appropriate degree of complexity in accordance with the level of preparation of students. The advantages of selecting authentic materials from the Internet are indisputable, since the texts contain information and vocabulary that reflects the development of culture, changes in the social and political structure taking place in the country of the language being studied, and allow discussing topics of interest to students. The integration of intercommunication technologies into the process of learning a foreign language makes it possible to more effectively form and develop receptive grammatical and lexical reading and listening skills, productive grammatical and lexical skills of predominantly written speech, to control the level of grammatical, spelling and lexical skills formation on the basis of test programs taken from the Internet or compiled by a teacher, for example, using different programs, to control the correctness and depth of text understanding, to master the ability to extract the necessary information from the text, to learn various types of text analysis, to be able to independently overcome language difficulties, etc.

The Internet provides opportunities for implementing a communicative approach to teaching written types of speech activity. The Internet contains a huge

amount of textual information in various languages. The volume of audio information is also great. Most of this information is not originally intended to be used as educational material, but it is the possibility of working on the Internet with authentic resources that often becomes a motivational source for a number of students and has a keen interest, which should be used in the educational process.

Factors such as the content of education, methods of its representation, individual style of interaction between the teacher and participants in the educational process contribute to the formation of a complex of motivational and necessary spheres of the learning process, which manifests itself in personal internal activity, the desire for effective mastery of knowledge and ways to achieve it, and the mobilization of moral and volitional efforts to achieve educational goals. Teaching a foreign language using intercommunication technologies should meet the following fundamental provisions as independent practice of each student, teacher guidance through interactivity, effective feedback, group work, a variety of types of independent activities. In addition, it is also necessary to fulfil the basic methodological principles: communication, consciousness, visibility, positive emotional background etc.

The teacher must evaluate how they meet these requirements. Materials taken from the Internet can stimulate dialogic interaction between students, the assimilation of various dialogic structures. Creating situations as close as possible to natural ones (implementing the principle of authenticity of communication) is one of the ways to interest students, stimulate the study of the material, activate knowledge of the dialogic communication typical features, and develop adequate behaviour. An example of such situations can be filling out in registration forms in interviewing, a hotel, ordering food in a restaurant, classmates on certain topics (hunting for a job, etc.). Such situations have a socializing significance and work out more or less typical situations of communication. And the Internet provides an abundance of materials for the organization of such work in the educational process, creating an environment that conveys the socio-cultural identity of the studied linguo-society. Improving the distant learning technologies of a foreign language leads from the monologue as a traditionally prevailing form of learning activity to the development of such a form of learning as a polylogue (communication, conversation, discussion).

When teaching listening, it is necessary to rely on sound accompaniment, and the Internet can provide invaluable assistance to the teacher in the formation of listening skills, offering both authentic material and educational texts of various levels of complexity. Guidelines for working with audio materials are similar to those that can guide you when working with video.

4. Survey Methodology

Foreign publications allow you to get information about the latest events in the world in the shortest possible time. In a foreign language class, students act either as reporters or they fust inform the news. It can be used at the beginning of the online class as a worming up activity. This type of activity is suitable for intermediate and advanced levels of education, since it requires skills in various types of reading (reading with an understanding of the main content, reading with complete understanding, reading with selective extraction of the necessary or interesting information), the ability to critically analyze and interpret information, for the presentation of a report where fluent speech is required.

However, a differentiated approach is possible. For example, advanced students are engaged in the study of more difficult articles (politics, art), weaker students can be engaged in the preparation of weather forecasts, sports events, etc. This is an effective form of organizing classes to work on reading and speaking skills, as well as expanding vocabulary. After either the teacher or student selects newspaper material that matches the topic of the class and the interests of the students, it can be used as a basis for creating adapted teaching texts and exercises. Examples of tasks may include: - A learning test in which some words are replaced by spaces. In the text of the article, various words can be deleted, which, for example, can be guessed from the context. Deleted words can be presented in any order at the end of the text. Another option could be to replace all verb forms with an infinitive, students need to put the infinitive in the correct form. Next there can be lexical exercises. As, after reading the text, to the words in italics, pick up definitions based on the context. Then reading comprehension test can be presented in the form of questions, a multiple-choice test, a true/false task, a sentence choice, or a summary that best conveys the essence of the text. Complete the text of the article. For example, change paragraphs and have students recreate the text in a logical order. Also, information taken from the text needs to be converted and presented in a different form or format. An online newspaper can become an indispensable component as a means of developing communicative competence for students. When conducting classes, the teacher gets the opportunity to present students with different points of view on the problem under discussion, which is necessary for the formation of independent creative and critical thinking.

Thus, when teaching a foreign language, the main task of the teacher is the development of communication skills. In modern conditions, the solution of this problem requires the introduction of new teaching methods aimed at the development of all four types of speech activity, the formation of linguistic, sociolinguistic and pragmatic competencies, as well as the development of new teaching materials and the introduction of innovative pedagogical technologies, taking into account the positive aspects of traditional teaching methods and technologies.

5. Findings

We offer an algorithm for expanding communicative competence in the discourse of international relations English format using multimedia technologies:

1. words and word combinations are shown on the screen using different world-wide sites;

2. each student paraphrases the specified words/phrases in a sentence structure on his computer;

3. we show the film fragment "at the embassy";

4. students compare the correctness of their statements with the statements of the characters of the film fragment;

5. the student generates a short introduction on the topic "Function of the ambassador" on his/her computer and sends it to the teacher's computer;

6. the teacher receives the report, corrects possible errors, comments on them and sends it to the student via the Internet;

7. students supplement the report after class;

8. at the next lesson, students present their reports;

9. chains of primary and secondary nomination are highlighted on the screen, which ensure the coherence of the discourse.

After working on the development of speaking skills within the framework of the topic "Work at the embassy", we conduct English language classes at the educational bank. There, at each office there is an employee and a client who speak Ukrainian and two students who imitate the functions of the client and the employee and explain the whole process in English.

6. Conclusions

To train specialists in any sphere, students need a good command of a foreign language. First, simpler texts are taken, then more complex where words are used in the secondary meaning. Teaching speaking English to students using the construction of the secondary nomination in a multimedia format leads to the formation of professional communicative competence.

In conclusion, we can conclude that the organization of the process of learning foreign languages in a distant form allows you to most fully implement a student-centred approach to learning. With this approach, a student is considered as a person who is ready for a continuous process of education and improvement of his/her abilities. It is continuity that is one of the most important factors that determine success in learning foreign languages. Teaching such a type of speech activity as "speaking" in a foreign language is one of the priority tasks for interactive methods of work. These methods make it possible to organize an imitation of real situations, social and professional, which gives students the opportunity to increase the level of their communicative activity, expand the concept of etiquette in the field of interpersonal and business communication, and learn how to achieve the set communicative tasks. It can also be concluded that the development of monologue and dialogic speech is fully possible only with direct live communication, since the implementation of high-quality full control of the "speaking" aspect is impossible, since the technical capabilities of users in distance learning are limited (not everyone has a computer, access on the Internet, the necessary conditions for online classes), and therefore the issue of organizing distance learning remains open.

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SECTION #2. INNOVATIVE METHODS AND TECHNOLOGIES IN THE STUDY AND TEACHING OF FOREIGN

2.1 THE EFFICIENCY OF NEW TEACHING METHODOLOGIES IN THE PROCESS OF SHAPING FOREIGN COMMUNICATIVE COMPETENCIES

Vasylyshyna N.M., D.Sc. in Pedagogy, Associate Professor, Professor at Foreign Language and Translation Department, National Aviation University, Kyiv, Ukraine.
Honcharenko-Zakrevska N.V., Ph.D. in Pedagogical Sciences, Associate Professor, the Head of the Foreign Language and Translation Department, National Aviation University, Kyiv, Ukraine.

Abstract. Learning a foreign language as if it were a mother tongue would be the ideal way, since the need to learn grammar and structures would be obviated. This is difficult if the teachers themselves are non-native and is therefore one of the most complicated aspects. Things have changed over the years, and though it was one of the most effective ways of teaching, it no longer considered the same now. This is due to various reasons, maybe because: the present generation gets exposure to the world through social media; their knowledge base is augmenting by the information available on the internet; the students nowadays are more impatient and to grab their attention, teaching methods need to cater to their dynamic thinking process. Language teaching, like any other topic, has undergone a lot of changes. It has shifted to roleplays, interactive games, short visuals from the traditional ways, such as lectures by facilitators with only a blackboard to support and spell repetition and grammar worksheets, have shifted to role-plays. Thus, we consider it very important to investigate how to teach English in each situation. Sometimes it is not a matter of teaching English but a matter of teaching in English. The main purpose is to create a new method made of all the different methods already known and take advantage of all the positive features in each method. However, just a simple mixture of all methods would not be enough since we are dealing with very different situations regarding age, level and resources. Therefore, the main idea is to use all the methods in a varying proportion depending on the circumstances. Learning a foreign language may cause stress and anxiety and in order to mitigate this problem, teachers could follow a Natural approach involving teaching in a setting as close as possible to the one people learn their mother tongue. The actuality of our research can be proven with the fact that digitization has no doubt changed our education system, but we cannot say that it has diminished the value of our old time classroom learning. The best part about the digitization of foreign languages education in the 21st 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. To add, digitization in foreign languages education has also proved to be the right method for saving resources. Online examination platforms have restricted the frivolous usage of paper. During research we have noticed that there is no consensus in academia on the effectiveness and the appropriateness of the use of gaming activities in teaching or learning English. However, we consider it expedient and relevant use of them is able to increase motivation to study English language. We have identified the following benefits of using on line resources during

studu English: increases interest and motivates to perform tasks; immerses in English environment; stimulates the ability to work independently; promotes development critical thinking, memory, attention; forms foreign language competence in auditioning and socio-cultural competence; activates the desire to communicate in English when discussing the revised; provides an opportunity to form realistic and modern situations for discussion; allows use a wide range of exercises and various forms of work at the stages of previewing and postviewing; higher education learners learn to understand nonverbal communication and enrich your active and passive conversational vocabularies language. The research concluded that all on line measures developed to improve foreign language training of the foreign languages discipline are developed by teachers of the department of foreign languages and teaching methods of foreign languages, graduation proposals are to taken into account by language departments. We hope that the results will develop further steps in optimization of foreign language training in blended learning and distance education.

1. Introduction

Everything is taught needs to be relevant to the students' environment, as students are the focal point of the teaching and learning process. In line with the words of *W.B. Yeats* "Education is not the filling of a pail, but the lighting of a fire,' the teachers of the 21st century have improvised specific methods to make learning more fun and easily understandable" [23].

Language teaching has its challenges. Most of the time, it is a foreign language that the learner can't pick up from his/her surroundings, and you should teach patiently and systematically so that the students become confident and can read, write and speak the language effortlessly. The English language is the language of the world, and English teachers have changed their methods of delivery over the years to suit the present scenario. In this article, I will be discussing specific popular and efficient ways of teaching the English language, which fulfills the demand of modern learners.

Though theoretically English is still the second language /third language, practically it is gaining importance in every walk of life. This shift of English has the following reasons:

− With the spread of information technology every type of advanced knowledge is stored only in English.

− All software for multiple functions in education, trade, commerce and industry is available only in the English language.

− With the growing trend of globalization in trade and industry, knowledge of English along with computer literacy has become a necessity for employment and better job opportunities.

− Due to the advent of foreign university, with their attractive courses and weight age which is given to the degrees of foreign university in the job market, importance of English has increased more than ever before.

− Introduction of computer games and computer aided instruction, right from first standard are available in English medium schools. Hence more and more parents are attracted towards English medium schools. As a result majority of the children from middle class also learn in these schools and use English as their first language.

− At college and university level also courses like B.C.S, M.C.S, M.C.A, M.C.M, Computer Engineering, M.B.A Computer, e- Commerce are in great demand Medium of instruction for all these courses is English [10; 12; 34].

Hence status of English is enhancing day by day. There is Englishization as well as nativisation of the language itself.

In teaching of English P. Gurrey writes *"It is highly desirable to know exactly what one is hoping to achieve. If this can be clearly seen, then the best way of getting to work us ually becomes evident. We ought, therefore, to consider carefully what we are trying to do when we are teaching English"* [19].

In learning a second language, the teacher must know the different methods of teaching and learning of this language. This will help him to know which method to apply in each context. Teaching a foreign language involves many different methods. There is no recommended method for learning a second language, but some seem more appropriate than others [27].

The main objective of this work is to establish the most appropriate methodological guidance for the teaching of English in higher education. To carry out this objective, information was sought first to create a theoretical framework. We focused on finding the current knowledge new teaching methodologies that can be applied in modern conditions.

2. Types and Criteria of New Teaching Methodologies

Teaching Methodology #1: New Technology, Video Platforms and Social Media. Due to the constant developments in the VR world, a number of well-crafted applications are already at your disposal though you may not have considered them for use in a class yet.

The capacity for immersive experiences could soon become limitless with the broadening of VR development. Virtual Reality is one of the most exciting and cutting edge trends that could lead to a real shift in the way we blend tech and education both in and out of school. The students will take greater control over their learning and be able to enjoy "native" learning experiences and immersion simply by downloading the right app and purchasing the correct equipment. Mobile phones and devices are going to play an even greater role in the classroom setting as the technology trickles down to mobile platforms [8; 9].

By overlaying the natural world with digital enhancement, new apps such as Mondly are able to create an immersive and modern learning experience. With the growth of digital literacy – especially among younger students − and the coming generations of digital natives, tech-savvy students in the know will be looking to AR for future language acquisition and supplements to classroom time.

Using AR, students can receive greater input of images and video to match with vocabulary. Visual learners will be able to play to their strengths with a multi-sensory approach. Motivation will remain high due to the cutting-edge nature and excitement of using these modern technologies. Students will learn that, on occasion, there's no problem relying on or using phones in class [2; 7; 11].

By following the right accounts, English students can use Instagram as an effective and engaging tool to develop language learning skills. In 2021, we'll see new features, updates and consistent growth of daily content which means the savvy teacher could implement some of the more prominent updates into their classrooms.

By simply following key hashtags such as #learnenglish, adaptable and short lessons from the new world of digital-education can form part of a contemporary and tech-literacy syllabus. In addition to this, students are able to get much needed daily input and turn often mindless scrolling into a more meaningful activity [17].

Teaching Methodology #2: Mindfulness and Social-Emotional Teaching. While the digital focus may seem an overriding trend, many are noticing that the big shifts in ESL are about turning inward to the classroom environment. The role of the teacher is shifting to one of "creator." They're tasked with crafting the perfectly balanced social and emotional environment that promotes learning and allows their students to feel comfortable in their space.

Nowadays, students and teachers are super stressed! Distraction, frustration and lack of awareness can be prominent in the English classroom as students struggle with the complexities of grammar and frustrations that come with limited fluency.

Programs such as the Mindfulness in Schools Project have realized the necessity of mindfulness and its importance in an educational context. Many organizations are now actively promoting the benefits of mindfulness and the impact it can have on a socially sound classroom − and 2021 is just the right time to get on board [18; 21].

Moreover, implementing some mindfulness activities in your classroom may just lead to better outcomes and happier students. Apps such as Smiling Mind and Headspace can prove not only useful in the home but in the classroom, too: Studies have shown improvements in sleep, concentration and overall wellbeing of young learners [25].

With the increase in technological reliance, naturally, comes a decrease in attention and awareness. Teachers must be aware of the benefits that mindfulness can bring to the classroom atmosphere and implement the foundations to create an optimal learning environment.

It's entirely possible to blend both ESL and mindfulness into the curriculum, and it can be done by taking some simple activities and tweaking them for your class [39].

Teaching Methodology #3: Task-based Learning. Task-based learning is based on a simple premise that students learn when they collaborate on meaningful and communication-based tasks. Many task-based learning activities simply lack a purposeful and helpful connection to the real world. The nature of these skill-based activities and the way they're composed could see a massive change in the coming decade as teachers of ESL will be required to construct more helpful and purpose-driven activities.

This could come from a variety of sources but it should primarily be focused on the consideration of students and their areas of interest. This collaboration factor and contemplation for future skill necessities should help you rethink how you approach task-based learning [34; 37].

Overly-theoretical and traditional task-based activities should be replaced with modern equivalents and the students should be encouraged to consider their own areas of interest and how this may fit within the task-based learning context.

Ways of implementation of this modern view of task-based learning are as follows:

− Let the students develop an app from an initial discussion to its full inception. The practical skills and modern context would serve as a useful and job-ready activity.

− Consider activities such as escape rooms and challenge-based activities as a great way to invigorate and modernize the ESL classroom while focusing on both collaborative and communicative skill acquisition.

− Push the boundaries of what a "task" might include and always have an eye to the future.

− Play around with blogs, video games and other technology-oriented tasks [42; 44].

Teaching Methodology #3: Translanguaging. It's the use of various languages in an educational context. Translanguaging incorporates a number of different theoretical approaches. Previously, it was thought that the best approach in an English classroom was to keep a policy of separation between the native language and English. However, over the years, this line of thinking has been challenged quite convincingly.

A translanguaging class, for example, may see students write an essay or discuss a topic in their shared native tongue(s) before grouping with the class and presenting their findings in English. In this case, students are using whatever language resources they have to best achieve a more accurate picture in English [50].

Translanguaing is defined by:

− Use of various language skills to designate meaning in a language class.

− A methodology and pedagogical approach to language acquisition.

− A method that seeks to push boundaries and question the benefits of a single language classroom.

− A classroom tool that's an important and often comforting approach to language acquisition in a multi-lingual and diverse context [39; 41].

As a result, students hopefully retain a component of their identity through a shared language and a classroom becomes a space of global communication.

Essentially, translanguaging reflects the diversity of culture and society. By blending and relying on a variety of linguistic sources, students are able to better communicate ideas and bond with their fellow students and teachers. This is currently a highly studied area of growing fascination and research is constantly being conducted to manifest the potential of viewing language as a cultural and "sense-making" as well as communicative device [15].

In order to implement translanguaging in English teaching teachers heve to:

− Empathize! Ask questions to your students, especially if you're learning their native tongue/s (they love to play the role of teacher every now and then!).

− Make sure to learn some cognates before each class to be prepared.

− Tie the translanguaging classroom to culture as much as possible.

− Encourage pairing and grouping based on language proficiency and interest.

− Consider language as a piece of a wider puzzle rather than a skill [27].

Teaching Methodology #5: DIY Learning. Do-it-yourself learning is set to become a major trend as education is moving to a more independent and interest-based learning style. Students should be encouraged to follow particular areas of interest to promote engagement and enjoyment in the classroom and home.

While most of the learning does, in fact, take place in the hands of the students, teachers must remain diligent. By exploring the needs of the students and their particular areas of interest, teachers'll become more aware of the students'

personalities and potential learning direction. Using this information, it's up to the teacher to devise interest-based activities.

For older students, DIY learning may see a greater focus on the "job-ready" or "skill ready" side of DIY learning. Students may be encouraged to undertake projects at home regarding the writing of CVs, emails, job applications, college papers or literature reviews, which can be assessed in class. Here we're incorporating both English study and important life skills [9; 11].

Essentially, when setting DIY homework, students should be encouraged to allocate time to work on specific or "desired areas" of study and create blocks of time during which they focus on areas of research and discovery. This could come in a number of formats and is up to the discretion of the student.

Teaching Methodology #5: Teaching Proficiency Through Reading and Storytelling. This new methodology stems from the concept of comprehensible input. The idea is that context and meaning play an important role in the acquisition of new language and native phrases. While it was developed in the late 1980s by linguist Blain Ray, the concept is consistently being updated and modernized to promote high-input environments that lead to better understanding.

By presenting tasks based on storytelling and reading in a highly contextualized setting, teachers are able to teach vocabulary, phrases and large chunks of language. It's a move away from traditional textbook-based learning and relies heavily on the competencies of the teacher. While some countries have seen stalls and even decreases in their English capabilities, many see this as a lack of practical and comprehensible teaching methods in the classroom and a more traditional style "grammar-book" approach [13; 17; 28].

It's incredibly, deeply necessary to be up to date with the latest in TPRS methodologies and strategies.

Things to keep in mind about TPRS:
– TPRS is constantly being developed and refined.
– Significant changes in the method are being developed.
– Comprehensible input is the basis of this action and a solid understanding of how this impacts your students' (and your) learning capabilities is a must [30; 43].

3. Application of Direct Method in in the process of teaching English.

The Direct Method was born in France and Germany in the late nineteenth century and early twentieth century and was consecrated in the United States with Sauveur and Maximilian Berlitz. The appearance of this method was a response to dissatisfaction with the grammar-translation method. Its creators argue that a language can be taught without translation or the use of the native language if learning is based on demonstration and action. The language is best taught using it actively in class, rather than using analytical procedures that focus on the explanation of grammatical rules. Teachers should encourage direct and spontaneous use of the language learned in class.

Thus, students will be able to learn the language and induce grammatical rules. The vocabulary learned can be used to teach the new one, using mime, shows and clips. It' involves the immersion of students in the target language in the same way that they learned their mother tongue. It is focused on preparing students to use the language in order to achieve communication. All language learning is done in the

language you want to learn and new learning is taught orally. The new vocabulary is taught through demonstration and focuses primarily on speaking and listening, giving much importance to correct pronunciation. Students must devote much class to oral practice [12; 18].

The key principles are:

− Instructions in class are made exclusively in the target language. Students must learn to think and communicate in the target language.

− Only learn the vocabulary and phrases every day during the initial phase of the class. in the following phases grammar, reading and writing is introduced.

− Communicative skills are taught gradually using question-answer exchanges between teacher and students.

− The vocabulary is taught through demonstration, objects and images. Abstract vocabulary is taught by association of ideas.

− Both oral production and listening comprehension are taught.

− Correct pronunciation is emphasized [19; 38].

Some of its main features are: students must learn to think and communicate in the target language; the role of students is not passive; culture (history, geography, day-to-day life) of the speakers of the language is studied; vocabulary is emphasised by Holm grammar. The main disadvantage of the Direct Method is that it is based on the idea that the target language can be learned exactly in the same way as the mother tongue. This is difficult because the conditions for second-language acquisition are very different native-language acquisition [51; 54].

In addition, the obligation to avoid using the native language often leads to complicated explanations in the target language. Among the other disadvantages are the rigorous basis on linguistic theory.

First, the results depend excesssively on the qualities of the teacher and not all teachers have enough time to adhere to the principles of this method at a native level.

Second, teaching conversation skills is not altogether practical if one takes into account the time available for learning foreign languages in schools, though admittedly, the method was successful in private language schools (e.g. Berlitz), where paying clients were highly motivated and the use of native teachers was the norm [49].

Third, it was perceived to have several drawbacks since it required teachers who were either native speakers or fluent in the foreign language.

Finally, it was largely dependent on the teacher's skill, rather than on a textbook, and not all teachers were proficient enough in the foreign language to adhere to the principles of the method.

4. Communicative Language Teaching Method: Benefits and Drawbacks

According to Richards and Rogers (2001), a group of renowned linguists, such as Widdowson, Candlin, Christopher Brumfit and Keith Johnson, among others, all of whom are well-known for their work in this field, contributed to the Communicative Theory Method on the basis of work carried out by linguists such as Firth and Halliday. Great importance is given in helping students to use the language learned in a variety of contexts.

Particular emphasis is also placed on learning language functions, especially the communicative function. They believe that the main goal in the learning process is the acquisition adequate skills in the use of language as a means of communication. The main

focus is on helping students to create meaning as opposed to helping them to acquire precise grammatical structures or acquire a level similar to that of a native. It is aimed for students to acquire the language by focusing on the development of communicative competence. To achieve this goal, teachers use materials that focus on the need to express and understand [44; 45].

The main objectives of this method are:

– The development of communicative competence in students.

– Involving students in the learning process.

– Giving equal emphasis to the four language skills: speaking, listening, reading and writing.

Key Principles of the Method:

– The language should be submitted as used in actual cultural context.

– Learned language should be the vehicle of communication in class.

– Pupils should be given the opportunity to express their ideas and opinions.

– Errors are seen as a normal process in the development of communication skills.

– Fluency is more important than accuracy.

– One of the responsibilities of the teacher is to create situations that promote communication [24; 52].

An additional function of the teacher is to foster student learning in the role of activity manager and communicative advisor. In this method, the student has the central role and the teacher acts as a mediator. Teachers talk less and listen more, thereby actively fostering student learning. The teacher provides motivation for the students to work with the language.

According to Communicative Language Teaching method, language is used in four different ways. These ways are also called competences:

– The discursive competence: refers to the student's ability to use the new language in speaking and writing. Teachers often call this skill fluency.

– Grammatical competence: refers to the ability to use the language correctly, using the rules and features of the new language. This competence is also often called precision. Sociolinguistic competence: the student's ability to use language correctly in specific social situations. It is also known as adequacy.

– Strategic competence: refers to strategies for effective communication when the student's vocabulary is insufficient and requires learning strategies. It is also known as efficacy [3; 8; 25].

The Communicative Language Teaching Method has certain disadvantages. First, more vocabulary is required to support the functional use of language. Second, it provides few guidelines on how to handle the vocabulary. Third, according to some reviews, it over-emphasises the concept of communication. And finally, it is difficult to adopt a communicative learning approach if there are so few native teachers.

5. Conclusions

We have summarised the existing methodologies We have seen their main characteristics and we have seen how they are used. We would now like to focus on the main strengths of each particular method and combine them into a new flexible whole. However, since education is not an exact science, we would like to go a step further and adapt this proposed method to the different situations and levels which abound in

primary education. At the same time we will bear in mind that the fact that we are not natives impedes us from teaching in exactly the same way as natives. We can though, mitigate our weaknesses by developing additional material. Moreover, the methodology we propose is not to help primarily teachers, but students, and the learning process.

Consequently, involving students in the learning process is a major objective. In our view, a motivated student is the best thing a teacher could have, but it is very difficult to find selfmotivated students. So besides the proposal of an eclectic method where some metholdological elements could be included, we would like toenhance our method by including a motivational componenet which draws the students into the learning process and makes him more enthusiastic about learning English.

So a key component of our eclectic method developed from the existing methods is the new motivation factor. It involves the use of new technologies in our classes. The problem is that new technologies are a very general concept nowadays, but to be specific we would like to introduce various on-line activities. We consider that they are immensely attractive to students and this should be taken advantage of.

So, on this last idea, teacher's methods should be flexible and adapt to the needs and interests of students. We conclude, therefore, that it is impossible to use a single method in our process of teaching English. And again we return to the concept of "eclectic approach", one that encompasses the strengths of different existing methods. The basic peculiarities of the eclectic method are: to respect the natural order of learning; first listening, followed by speech, then reading and writing; equal importance must be given to the to the four skills: speaking, listening, writing and reading; the role of the student should be participatory and active and go beyond being a mere recipient of information; teachers should act as a mediator of learning, providing opportunities for students to express, without fear, and to use English in the classroom in an atmosphere of respect; English is language used in the class activities and sessions, however, use of the mother tongue can be resorted to if it aids understanding; activities and resources used should be adapted as much as possible to the English used in natural contexts; activities involving the use use of new technologies, such as videogames, should be introduced.

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2.2 PODCASTS AS AN EFFECTIVE MEANS OF TEACHING ENGLISH

Pliasun O.M., Ph.D. in Philological Sciences, Associate Professor of the Department of Foreign Language and Translation, National Aviation University, Kyiv, Ukraine

Abstract. *The article focuses on podcasts as an effective innovative technology for teaching a foreign language, particularly English. In the present research, the author tries to answer the question of how using podcasts will help improve students' foreign language skills as well as their communication and listening comprehension. The subject of the study is authentic and educational podcasts of Great Britain and their use as additional material in English classes. The research paper presents a complex general scientific methodology where the methods of analysis, induction, hypothesis, generalization, explanation, systematization, observation and description are used. The purpose of the study is to analyze the most popular podcasts in English and show their effectiveness during remote teaching of this foreign language. The author comes to the conclusion that using podcasts as an additional material to the English language class allows to significantly improve students' communication skills, which becomes especially important during distance learning. The prospects of the conducted research are to reveal the main criteria by which podcasts should be selected for conducting an educational session, as well as to conduct empirical research on the effectiveness of using podcasts in a student audience.*

1. Introduction

Teaching a foreign language involves constant movement forward, mastering new methods and approaches to language learning. Language is a living organism that always develops and evolves, and new ways of learning it develop as well. Speaking about teaching English, we emphasize that new methods and approaches to its study are mainly aimed at improving communication skills.

To be able to speak like a native speaker, to understand all the subtleties of the language, figurative meanings, idioms and phraseological units – this is probably the goal that unites all who learn English. And this, of course, is the deep meaning of mastering not only English, but also any other foreign language, because, as Nelson Mandela once noted, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."

Thus, the novelty of the presented research lies in the disclosure of new technologies for learning English in the information epoch, namely podcasts. At the same time, the relevance of the chosen topic is determined by the rapid development of podcasts for learning the English language, their variability and accessibility for Internet users.

The purpose of the study is to analyze the most popular podcasts in English and show their effectiveness during remote teaching of this foreign language. In order to achieve the set purpose, the author has to solve the following scientific and research tasks:
- define the concept of podcast in scientific literature;
- analyze the main approaches to studying podcasts;
- identify the most effective educational podcasts in the Internet space;
- prove the high effectiveness of podcasts as important means of improving students' listening skills as well as their general English language proficiency.

2. Research Methodology

The research paper presents a complex general scientific methodology within the framework of which the methods of analysis (of theoretical provisions, definitions, ideas, approaches to interpreting podcasts in scientific literature), induction (the study of separate educational podcasts, which made it possible to draw conclusions about the general features of educational podcasts and their ability to improve students' listening skills), hypothesis (in particular, the research hypothesizes that the use of podcasts in the educational process will help to develop students'communication skills, which is especially important for the processes of student socialization during the period of online education), generalization (of theoretical propositions, scientific ideas, etc.), explanation (of terminology, research views), systematization (of theoretical propositions, identification of logical connections between them), observation (of current educational podcasts), description (of scientific ideas, data, their characteristics) etc. are used.

The findings of the research will be helpful for teachers, students, and everyone who wants to improve their communicative and listening skills in English.

3. Research Outcomes

What is a podcast? The term podcast was for the first time used by a British journalist Ben Hammersley in his article for *The Guardian* in 2004. This neologism combines the terms broadcast and pod, which refers to the Apple device iPod and the widespread practice of listening to music files and audio using portable players [1, p. 26]. Many researchers note the important role of podcasts in the educational process. Obviously, the benefits of using podcasts are clear – podcasts present real language in real situations, i.e. language as it is spoken.

Moreover, teachers may use podcasts to encourage students to talk more, to join in the discussion of the topics and issues raised in a particular episode of the podcast. Researchers Md. Masudul Hasan and Tan Bee Hoon distinguish the following types of podcasts: television podcasts, radio podcasts, classroom podcasts, individual and group podcasts [5, p. 5]. Recently, researchers have paid special attention to educational podcasts in scientific literature. For instance, scholars A. Carle, D. Jaffee and D. Miller investigate podcasts as 'positive learning tools that can have the tangible benefit of bringing teachers and learners together, often across long distances… a means for engaging students in ways that might motivate them in learning content and increasing rapport between teacher and students' [3, p. 377].

Obviously, the issue of podcasts and their use in the educational process is sufficiently covered in scientific sources. However, the question arises: if we use podcasts as one of the methods of learning English, which podcasts will be the most effective? How exactly using podcasts will help improve students' foreign language skills as well as their communication and listening comprehension?

Online podcasts for classroom use: the problem of choice

When it comes to using podcasts in the educational process, the first problem a foreign language teacher faces is the problem of choice. In this study, we tried to group Internet podcasts into separate categories and analyze the advantages and disadvantages of using each of them.

1. Authentic podcasts. As already mentioned, using authentic podcasts when teaching English is one of the best options due to the fact that presenters use live,

spoken language, as it happens in real life. Authentic podcasts come in a wide variety – news, business, science, culture etc., allowing the teacher to choose a podcast according to the topic of the lesson. In our opinion, depending on the genre classification, the most effective UK podcasts for learning English are:

• *Global News*. It is commonly known that one of the best ways to learn a foreign language, the rules of intonation and pronunciation is listening to television news. The *Global News podcast* presents a great variety of episodes concerning current news in Great Britain and the world – from the vicissitudes of life of the royal family to the Russian-Ukrainian war.

The teacher can use this podcast as an additional discussion material in each lesson, which will encourage students to discuss current news and thus develop their communication skills. The use of the mentioned podcast will be especially appropriate when teaching English to students of the faculty of international relations, as it is directly related to their specialization;

• *BBC Inside Science*. The podcast has weekly episodes dedicated to scientific discoveries that are changing our world. In addition to the unquestionable benefit of learning new facts and phenomena of life, listening to a scientific podcast will help students expand their vocabulary of specific scientific terminology, which is often perceived by them as boring, uninteresting and, accordingly, not worth paying attention to.

Thus, in the educational process, the use of a scientific podcast will allow teachers to present difficult material in an interesting and entertaining way, which will help students to learn it more effectively. In our opinion, it would be appropriate to assign students the task of listening to one episode of the podcast per class, and then devote a separate lesson to discussing the latest scientific discoveries.

• *This is History: A Dynasty to Die For*. Considering the possibility of using historical podcasts in teaching practice, we should note that the historical subject, like the above-mentioned scientific one, is one of the most difficult to discuss. However, it depends on the teacher how the students perceive it – as boring or full of fantastic adventures and new discoveries. And not the last role here is played by the role of the podcast host. In *This is History: A Dynasty to Die For* podcast a British historian Dan Jones presents a new perspective on the history of the Middle Ages and their most famous families finding out how it shaped the world we live in today. We recommend using the podcast as part of students' extracurricular work.

• *Best Movie Worst Movie*. Undoubtedly, listening to podcasts about movies is one of the most effective ways to improve a foreign language. This provides many opportunities for discussion and development of students' communication skills. In the *Best Movie Worst Movie* podcast, the hosts Cody Miller, John Campea and Robert Meyer Burnett discuss and debate on different movie genres and categories such as romantic comedies, superhero films, action movies etc.

Therefore, in our opinion, the use of such a podcast in teaching practice is very necessary. If you use a student-centered approach to teaching, we believe this is the podcast that will get the most attention and enthusiasm from students.

2. Educational podcasts. Educational podcasts create a separate group of podcasts which include specially created audio recordings that improve the level of foreign language proficiency, enrich the speaker's vocabulary, improve listening skills and general language competence. As K. Hew rightly notes, 'a growing number of

higher education institutions around the world have incorporated podcasts into both on-campus e-learning modules' [6, p. 340]. There is also an approach to podcasts as 'a means for engaging students in ways that might motivate them in learning content and increasing rapport between teacher and students' [3, p. 378]. We fully support these scientific approaches, and it is worth noting that there is a wide variety of educational podcasts in the UK. We tried to highlight and characterize the best of them.

• *Speak Better English with Harry*. The podcast is designed for advanced English learners. Its episodes present short English lessons with an experienced native English teacher. Special attention is paid towards adjectives for describing different experiences, e.g. travelling, leisure, work, communication verbs, advanced English idioms etc. In our opinion, the podcast will be useful for English language teachers in their daily practice.

• *To Fluency Podcast: English with Jack.* The podcast provides listeners with learning advice and detailed lessons which help to improve their vocabulary so that they are able to understand native speakers. The podcast will be beneficial for students wanting to reach an advanced level of English. Therefore, in our opinion, it is advisable to use it in classes with stronger groups, since the podcast may be too difficult for intermediate students.

• *Learn English Through Listening*. The podcast presents an effective teaching approach that encourages students to learn through listening. The host Hilary Platt publishes two new English audio lessons with full transcripts weekly.

The lessons motivate the students to speak English in ways that are interesting and lead to success. The podcast has all difficulty levels on many topics from recent political events in the UK to philosophical reflections on life and other issues. We believe that the podcast will be useful both for work in the classroom and for distance teaching practice.

• *Simple English News Daily.* Unlike typical news podcasts, this podcast presents daily world news in clear English which will best suit intermediate English learners.

The teachers may use it on a regular basis as an additional material for their lessons.

• *Easy Stories in English*. The podcast's host, Ariel Goodbody, author and language teacher, presents stories adapted to different levels of English, mainly beginner and intermediate. The podcast will be essential for school teachers.

However, we note that university teachers should concentrate on more complex podcasts with a higher level of difficulty as the topics and issues raised in the podcast may seem too easy for university students.

Basically, we believe these are the most effective podcasts that will help improve the general level of English language skills as well as develop students' listening and speaking skills.

Undoubtedly, the list is not exhaustive, and the teacher can select individual podcasts according to the subject of the lesson, whether it is health or fitness, sports, leisure, crime and punishment etc.

3.1 Podcasts in Teaching: Challenges on the Way

Taking into account all the obvious advantages of using educational and authentic podcasts in the educational process, we should note that the use of such a method in teaching a foreign language can be problematic due to many factors, in particular:

• *a student may face the problem of not understanding the content of a podcast, separate words and expressions, idioms, etc.* How can this problem be solved? Firstly, a teacher should select podcasts that correspond to the level of students' English language proficiency, whether it is intermediate, upper- intermediate or advanced. UK podcasts are designed for all language levels, therefore the issue can be resolved. Secondly, podcasts should be discussed in class, where a teacher will randomly explain all unclear words and expressions;

• *a podcast may be uninteresting for a student or have no relation to the topic of the lesson.* The problem can be avoided if, before using a podcast, the teacher conducts a survey among students, wondering what they would be interested in listening to and choosing podcasts that would be relevant to the topic of the lesson.

• *some podcasts last too long,* which leads to a decrease in the level of student concentration, rapid fatigue and lack of interest in using podcasts in the educational process.

In our opinion, the right decision in such a situation would be to choose a shorter podcast or to split a long episode into several sessions in order to maintain the students' concentration and get the maximum benefit from using this educational technology.

3.2 The Hidden Benefits of Podcasting in Education

When considering any educational innovation technology, it is worth comparing its advantages and disadvantages with the real results it represents. Analyzing the advantages of using podcasts as an innovative technology that can and should be actively integrated into the modern practice of teaching a foreign language, we came to the conclusion that the advantages far outweigh the disadvantages. Using UK podcasts in teaching English to students of the Faculty of International Relations of the National Aviation University, we have seen the following results:

• all groups of students became much more confident in expressing their opinions about the problems raised in the podcasts, actively participating in the discussions, offering their own ways to solve a particular problem outlined in the podcast;

• students who regularly listen to podcasts on various topics have significantly improved their communication skills, expanded their English vocabulary, significantly improved their pronunciation skills;

• the use of podcasts in class also helped to motivate and engage those students who did not show much interest in learning the language.

As the practice of language teaching shows, many students find language learning something difficult and boring. However, the use of non-traditional teaching methods makes it possible to successfully solve this problem: after finding an interesting topic or a series of podcasts, the student 'opens up' by actively getting involved in learning the language, because he understands that the language is not just a set of rules and examples of their use. It is a living system, a living organism that is constantly developing and never stands still;

• another advantage of using podcasts in English lessons is their ease of use during distance learning. Podcasts are readily available on the Internet and can be downloaded or listened to online for free. Podcast episodes can be listened to in class or given for independent study as part of homework and then discussed in class.

4. Conclusions

The results of the study confirm the effectiveness of using innovative technologies for learning English in the information epoch, in particular podcasts. Podcasts come in great variety – authentic and educational, entertaining and informational etc.

A teacher can choose a podcast based on the students' level of English, their tastes and interests. The research proves that using podcasts as an additional material to the English language class allows to significantly improve students' communication skills, which becomes especially important during distance learning. The prospects of the conducted research are to reveal the main criteria by which podcasts should be selected for conducting an educational session, as well as to conduct empirical research on the effectiveness of using podcasts in a student audience.

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SECTION #3. THEORETICAL BASIS ON ADEQUATE TRANSLATION ISSUES

METHODOLOGICAL AND DIDACTIC FOUNDATIONS OF TEACHING TRANSLATION TO STUDENTS OF PHILOLOGICAL SPECIALTIES

Shestopalova I.O., PhD in Education, Associate Professor, Lecturer at Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine
Panchenko S.A., PhD in Cultural Studies, Associate Professor of the Art-Management and Event Technologies Chair, the National Academy of Managerial Staff of Culture and Arts, Kyiv, Ukraine
Zakrevskii D.A., Master's Degree Student, National Aviation University, Kyiv, Ukraine

***Abstract.** Nowadays, the training of professional translators is one of the most important tasks that the language departments of various universities face. However, the question of what to teach and how to do it still remains one of the controversial issues in the methodology of teaching translation. We have not only to provide students with certain knowledge and develop certain skills, to train highly qualified translators who have different methods and strategies for translating different types of texts. But also study the process of formation of personality, which has special competencies, special mental properties, aware of his/her special social status. Therefore, the methodology of teaching translators in modern conditions is a very popular area of pedagogical knowledge in connection with the need for mass training of translators. The purpose of the article is to analyze the subject didactics of teaching translation in the process of professional training of translators, which is considered in the article as a part of the general theory of didactics, prospect its development, state of research, problems, perspective directions of scientific activity. Relationship between didactics and linguistic didactics, their common and different characteristics are also in the focus of the research. As a result of the study we give the resume of the analysis of the recent years researches, aimed at identifying patterns of effective teaching students of psychological, translation, psycholinguistic, linguistic, methodological foundations of translation; actual problems of translation teaching methods; skills to develop the technology of teaching translation and interpretation; formation of students' ability to implement their professional functions of a teacher in the conditions of multilingual free economic education. In conclusions we summaries the ways of implementation of research in the field of methods of teaching translation, taking into account the main factors influencing the success of translation training, define the promising areas of further developments in the field of methodology and didactics of teaching translation to students of philological specialities.*

1. Introduction

The current situation in education is characterized by new challenges that predetermine scientific research in the field of translators training. The new conditions of education, dictated by the entry of Ukraine into the global educational area, pose many new problems for the translation teachers and the organizers of the educational process.

Didactics as a theoretical scientific discipline is based on the analysis of specific pedagogical experience. In the subject didactics, the tasks of certain subject

teaching are combined and intersected with specific problems. General for modern didactics questions about the content and technologies of instruction, which of course also exist in the field of training the translation activities, constantly require new, clarifying answers. Methodological tasks of particular subject didactics are closely connected with problems of formation of a specific personality, possessing competencies and mental properties necessary to perform special professional actions.

The didactics of translation activity is most closely associated with linguo-didactics, that is, with a special section of didactics, which combines the attributes of subject didactics with the attributes of field didactics due to the fact that language learning involves not only the assimilation of new knowledge (knowledge of the language system, its phonetics, vocabulary and grammar), but also the formation of the skills of speech activity (reading, listening, writing, speaking) in certain communicative situations. However, there is a mistake in the opinion that didactics of translation is only a special case of linguo-didactics.

If linguo-didactics studies how to form listening, reading, speaking and writing skills based on knowledge of the systems of the languages being studied, then didactics of translation is a subsection of pedagogical science that studies the teaching of translation activity as an integrated system of the associated activities of the translation teacher (teaching activity) and the learner (learning cognitive activity) in order to form the personality of the translator, who is aware of his social role of ensuring communicative mediation between people using different language systems, and who has the necessary competencies to carry out bilingual psychophysical activities to interpret the meaning system concluded in the original message based on his individual abilities [3].

This branch of scientific knowledge helps us better understand the process of translation teaching, its goals, content and organizational forms, teaching technologies, and make the process of preparing translators more effective.

The **purpose** of the article is to determine the methodological and didactic foundations of the concept of teaching translation activity in the system of higher linguistic education, to formulate its ideological, substantive and purposeful content, principles and patterns.

2. Theoretical Framework

Since the 90s of the XX century, a wealth of scientific, theoretical and practical experience has been accumulated. It is reflected in studies of a wide range of problems that form the content of the methodology and didactics of teaching translation activities, give the solution of methodological and didactic problems of organizing the process of translators training.

In recent decades, within the framework of the general philosophical interdisciplinary anthropocentric and general scientific cognitive-activity paradigms, an independent scientific direction - the methodology and didactics of teaching translation – is arising. Therefore, there is a need for its multidimensional interpretation. An analysis of the organization of training in translation activities shows the feasibility of highlighting the didactics of certain types of human activity in a special field of pedagogical science, which require the construction of specific didactic models of the teaching system.

These investigations are connected with the researches of such scientists as Gavrilenko N.N., Garbovsky N.K., Iovenko V.A., Makshantseva M.V., Oberemko O.G., Porshneva E.R., Serova T.S., Tareva E.G., Tarnayeva L.P. and others. Researchers'

attention is directed to the problem of the formation of the translator professional skills and competencies (N.N. Gavrilenko, E.R. Porshneva, T.S. Serova). A wide problem field is the formation of students readiness for the translation activities (E.V. Aleksandrova, I.G. Anikeeva, T.V. Sarafanova, D.I. Bakalo, O.N. Morozova, etc.), professional orientation, calling, self-determination, image of future translators (O.G. Oberemko, S.D. Pivkin and others).

In a number of studies, methods for the formation and development of qualities related to cognitive activity (EG Babaskina) and interest (I.N. Mitryukhina) are developed. In domestic and foreign methodology, we can see a more and more arising interest in modern means of teaching translation, in particular, in information technologies and electronic resources (D.A. Alferova, O.A. Artemenko, D.M. Buzadzhi, A.V. Grebenshchikova, I.K. Zabrodina, E.V. Ivanov, N.G. Inyutin, O.V. Knyazeva, E.A. Kozlenkova, M.B. Marutyan, E.S. Osipova, N.V. Sakhnvald, A.L. Semenov, A.S. Tsemakhman and others), to gaming technologies (N.G. Gerasimova, A.N. Panova, E.R. Porshneva) and the system of training tasks (I.S. Alekseeva, E.V. Tikhonova).

However, as the observations of D. Gilles show [5] and P. Mead [11], there are some universal problems hindering innovative processes in the theory and methodology of teaching, which are not studied enough and still need more detailed research. The most significant are the following [2]:

1. Most translation teachers apply primary knowledge, either acquired intuitively or acquired from their teachers, as a result of which they work "by analogy".

2. Practicing translators are more motivated in teaching and practical activities than in research.

3. Theoretical studies on translation and interpreting are carried out without extensive empirical substantiation, which is due, on the one hand, to limited access to materials representing real translation situations, on the other hand, the difficulty of attracting professional translators as subjects of research.

Thus, the analysis shows that the development of theoretical and methodological foundations necessary for the successful training translators in the system of linguistic education is insufficient. The requirements of educational standards, qualification characteristics for professional translation competence id faced with the lack of a methodological system that ensures the continuity of translation activities at different levels of linguistic education, the lack of a holistic theory of teaching translation and methods of its integration into the system of linguistic education. This explains the relevance of this study and the choice of the topic of our research.

3. Discussions

In the modern translation discourse, there is a strong opinion that one of the youngest areas of translation science is the methodology or didactics of teaching translation activities.

Proposals for identifying an independent scientific field that studies the pedagogical, methodological and didactic problems of translators' education are made by a number of domestic and foreign researchers, while the unstable terminology indicates an active stage in the formation of this pedagogical branch. In particular, in the work "Modern Translation Studies" V.N. Komissarov writes about the advisability of developing a translation training methodology [7]. In other works of translators ptraining theorists, the methodology or didactics of translation are referred to the applied aspect of translation studies.

N.N. Gavrilenko [4] created a scientific direction named a "Translation Didactics School". E.G. Tareva developed the structure of the master's program "Pedagogy of interpretation and translation" [15].

T.V. Kryukova describes the content of the methodological system aimed at training of teachers of translation as a second specialty in the language university [8]. E.R. Porshneva expanded the disciplinary space of didactics of translation as a theory of language education [14].

N.K. Garbowski introduced the term *Didactics of translation activities* [3]. The pedagogical conditions for preparing future translators for translation activities are sufficiently well described in a study by M.B. Lenartovich [9].

Note that in the foreign language literature there are the terms *translation pedagogy* or *pedagogics of of translation*, which are used as equivalent to the concept of *translator training* and denote the didactic direction of applied translation [2].

According to Alikina E.V., the problematic of the researches dedicated to the translators preparation, can be divided into two groups:

– modeling of pedagogical conditions of professional development of future translators;

– the development of didactic models of translation training [2].

The problems of the *first group* are indicated by the following areas of research:

1. Formation of readiness: professional, linguacultural, basic linguistic, for analytical activity, for creative activity, professional orientation, professional development, professional vocation.

2. The formation of culture of: mediation, professional communication, professional activity.

3. The formation of multicultural values.

4. Formation of tolerance: ethnic, intercultural, ethnocultural, reduction of ethnocentrism.

5. The formation of motivation: motives, interest.

6. Formation of qualities: conflict management, independence development and self-realization, personal freedom.

7. The problem of linguistic individuality.

As you can see, the most widely represented problem is the formation of students' readiness for future professional translation activities. Note that the authors of number of works addressed the problem of translator tolerance formation, defining it as ethnic, ethnocultural, intercultural. In general, it should be emphasized that the indicated problems are present exclusively in domestic studies. The least developed are the problems that reveal the axiological and deontological aspects of the linguistic personality of the translator and the ways of developing professionally significant psychophysiological properties.

Problem guidelines of the *second group* of studies:

1. Formation of competence/competency: communicative, communicative-interactive, perceptual-communicative, professional translation, linguistic and communicative, linguistic-professional, linguistic and regional, sociocultural, intercultural, sociolinguistic, design, pragmatic, synonymous, lexical, phonetic-phonological.

2. Teaching methodology: translation, paragraph-phrase translation, sheet translation, two-way translation, functionally equivalent translation, non-verbal communication, literary translation, reading, pace of speech, grammar, translation with

information technology, translation of terms, translation of meanings, figurative monologue, translation of linguistic and cultural difficulties, translation of business letters, translation of philological texts, translation analysis of the text, computer science.

3. Formation of skills: business communication, comprehension and understanding, emotive and empathic, communicative, sociocultural, translation.

4. Formation of skills: comprehension and understanding, listening, lexical, grammatical.

5. The formation of extralinguistic knowledge.

6. Use of tools and technologies: information, tele-communication, physical education, public education, teaching thesaurus, program and pedagogical tools, a combination of traditional and innovative technologies.

7. Control and content of exams.

8. Selection and organization of texts.

9. Distance learning.

10. Teaching with other disciplines [2].

It is logical that in the era of the spread of ideas of a competency-based approach in modern Ukrainian education, authors of dissertational works often turn to the problem of translator competence (a number of studies dealing with the formation of professional or translation competence as a whole). In addition to the competency-based approach that appears in the title of the works, there are sociocultural, differential, contextual, acmeological approaches and the principle of dialogue of cultures.

O.G. Oberemko [12] substantiated the approach to the professional training of a translator at a linguistic university based on a pedagogical interpretation of the phenomenon of interethnic communication. The developed concept implements the ideas of the priority of interethnic communication, the unity of the formation of linguistic, speech and ethnic-cultural competence, the combination of personal development and activity approaches in the educational process, taking into account the variety of social mechanisms of ethnocultural identification, the "way of life of the people" as the basis for structuring educational information, and activating figurative thinking and subjective needs of the future translator.

N.V. Makshantseva [10] proposed a model of professionally oriented training of future linguists-translators in line with the conceptual approach. The author's concept is a hierarchical paradigm of modern assessments of the conceptual description of linguistic units.

The work substantiates the system of basic concepts of the conceptual approach (for example, professional thinking, concept, professional linguistic personality, etc.). A set of pedagogical technologies has been developed that ensure the dialogical orientation of the development of professional linguistic thinking of a future specialist and his conceptual linguistic competence, and the corresponding organizational and pedagogical conditions are identified.

L.P. Tarnayeva [16] is the author of the linguodidactic concept of the formation of future translators' ability to translate culturally specific meanings of institutional discourse. The scientific novelty of the study lies in the fact that it defines the specifics of the professional linguistic personality of the translator in the field of business communication, clarifies the concept of institutional discourse, develops a model of linguoculturological competence of the translator in the field of business communication, develops and tested the technology for forming the ability of future translators to

translate culturally specific meanings institutional discourse in the context of university training of translators relying on a creative and cognitive approach.

I.Yu. Hieronova [14] developed a practice-oriented concept for the formation of a professional mediation culture of future translators. Among the results obtained, we note the disclosure of the concepts of "intercultural mediation as a type of professional activity of a translator", "professional mediation culture of a translator"; development of a situational-subjective approach and the principle of integral dialogueism; creation of a system of pedagogical technologies and conditions for the formation of a professional intermediary culture of a translator at a university.

In the works presented below, the authors proposed new approaches, relevant to the system of the long-life professional education. So, N.N. Gavrilenko [6] developed the concept of *phased / task-based formation of the professional competence* of the translator of scientific and technical texts in the process of performing professional tasks of university students of non-linguistic specialties.

The scientific novelty of the study lies in the fact that the author has established the components of the professional competence of the translator of scientific and technical texts and highlighted the main stages of his/her professional activity, which formed the basis for the sequence of training; a discursive approach to the analysis of scientific and technical texts in the process of teaching translators was applied and a sequence of translation analysis of the text from discursive positions was developed; developed a typology of genres of special discourse; the concepts of "social institute" and "professional environment" were introduced into the content of teaching translation of scientific and technical texts.

A.A. Zaichenko [17] proposed a conceptual rationale for the program additional education "*Translator in the field of professional communication*": defined the structurally-meaningful characteristics and developed a technique for language co-teaching of the language and translation at the same time. The purpose of the dissertation research M.A. Akopova [1] was to develop a theoretical and methodological, didactic and methodological justification of the system of personality-oriented professional education in the framework of the program "*Translator in the field of professional communication*" The author's concept is based on the principles of conditionality of the content of additional education by the laws of professional formation of the personality, the orientation of future professional activity and the subjective experience of the student.

In the study of S.D. Pivkin [13] the concept of self-realization of a linguistic personality of a translator in foreign language speech activity in the conditions of professional and intercultural communication is introduced. This concept reflects the idea of a comprehensive mastery of foreign language speech activity, multicultural and spiritual-moral development of a linguistic personality and its creative self-development.

The author has developed an appropriate pedagogical system of additional professional training for a translator and proposed criteria for the self-realization of a linguistic personality in educational and professional activities.

Thus, in the modern methodology and didactics of the translators training, a number of concepts, approaches and systems are proposed. As for the content of training, the focus of researchers is on the problems associated with the formation of skills, the system of extra-linguistic knowledge of future translators.

4. Survey Methodology

The methodological basis of the study are the most important positions of leading experts in the field of translation and translation teaching studies: Commissioners V.N., Latyshev L.K., Brandes M.P., Minyar-Beloruchev R.K., Provotorov V.I., Breus E.V., Schweizer A.D., Khaleeva I.I., Khaifulin V.I., Tsvilliig M.Ya., Shiryaev A.F., Gak V.G., Retsker Y.I., Fedorov A.V., Barkhudarov L.S., Chernyakhovskaya L.D., Borisova L.I. and etc.; works of outstanding methodologists in areas of pedagogy: Mirolyubov A.A., Bim I.L., Galskova N.D., Minina N.M., Passov E.I., Gez N.I., Tsetlin B.C., Gurvich P.B. and etc.

As research methods we used analysis of methodological, scientific and educational literature; an analytical review of literature and textbooks on the subject; monitoring the current state of translation training in University, personal experience in teaching the subject of translation; experimental training for students of 4-5 courses; a survey of trained students.

5. Findings

Summarizing the problems of research in the field of methods and didactics of teaching students to translate, we conclude that the problems of research allow us to talk about a new scientific pedagogical direction that has developed over the past decades, which is defined as a methodology and didactic of teaching translation activities.

Suggestions for the allocation of an independent scientific field that studies the problems of translation education are made by a number of domestic and foreign researchers, while the unstable terminology indicates an active stage in the formation of this pedagogical branch.

6. Conclusions

The subject matter of didactic research itself is the consideration of such issues as the stages and principles of training, the specifics of translation skills, the system of exercises, the structure of educational materials, and teaching specific techniques. Some publications are devoted to the features of teaching specific linguistic combinations, translation into a foreign language, comparison and interdependence of translation into sign and sound languages.

It should be noted that the problems associated with the formation of a deontological position, the development of professionally significant psychophysiological properties, the diagnosis of individual psychological characteristics of future translators and the organization of career guidance work remain insufficiently studied.

These gaps should be filled in with a holistic methodological concept that determines the effectiveness of teaching oral translation in the system of higher linguistic education.

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SECTION #4. VIRTUAL EDUCATIONAL ENVIRONMENT IN THE SYSTEM OF PROFESSIONAL FOREIGN LANGUAGE TRAINING

4.1 THE IMPORTANCE OF USING MOVIES FOR ONLINE LEARNING IN WARTIME

Gundarieva V.O., Senior Lecturer at Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine
Hlutska T.V., Senior Lecturer at Department of Foreign Languages and Translation, National Aviation University, Ukraine
Sandovenko I.V., Senior Lecturer at Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine

Abstract. The purpose of the paper is to summarize and present benefits and challenges of using films in both real and virtual classrooms. This research reveals the importance of using movies for online learning in wartime. This paper reviews the literature regarding how effective the use of video is for distance learning classes. It stresses current issues related to the use of movies for online learning. The article highlights psychological benefits, multicultural and real-life English learning tools, and the effectiveness of multimedia learning tools in education. The study highlights the main ways of using cinema therapy in the learning process in wartime. In particular, how movies can provide emotional and mental health benefits, help students to develop four communicative skills. 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.

1. Introduction

Using films has always been one of the most popular and effective ways of teaching and learning English. Films can be used in both real and virtual classrooms, which is very important nowadays, in the period of the COVID-19 and wartime in Ukraine. Though methods and tasks can be different, films are becoming more and more attractive to many teachers and students, because they help to make the process of teaching and learning the language more interesting, motivating, educative, informative and closer to real everyday and professional life. So, films can help to improve both general English and professional English knowledge and skills, and to know more about life and your future profession. The question of reality and realism in films is very controversial, that is why teachers need strong subject matter knowledge about the topics portrayed, so they can frame the movie and its relationship to fact and fiction. Teachers also need to have sound learning goals and awareness of the diverse cultural viewpoints that students bring to the classroom. And they need the time and resources for meaningful discussion or assignments after viewing [1].

The National Aviation University is equipped with the modern multimedia rooms. The Multimedia Room is defined as a place where students can work on reports and presentations for classes and run internet searches. It is a student-oriented space for audio and video capture. Multimedia equipment enables both students and teachers to input, process, edit, produce, disseminate and save pieces of multimedia contents for educational purposes. It is often used for watching movies.

In 2020 COVID-19 pandemic restrictions forced the Ukrainian universities to abandon their traditional face-to-face classroom education and replace it with online classes and digital educational materials which led to the digital revolution in the higher education. According to the Rector's directives, students of the Faculty of International Relations of the National Aviation University switched to the online classes in March 2020 with only two months of offline classes over the first semester of the 2021-2022 academic year. The online form was continued after the full-scale russian aggression on February 24, 2022, and still remains relevant due to safety precautions.

Online learning continues in Ukraine, but with new wartime challenges. Ukrainian students are using Google Meet to study languages. Internet connectivity in Ukraine has remained relatively resilient during the war, thanks in large part to technicians and telecom engineers.

2. Emotional and Mental Health Benefits

Watching movies is an effective way to relax and reduce stress, and can even be used as part of therapy treatment. Movies are proven to have psychological benefits. Also, movies are a great conversation starter and not just an entertainer, but also beneficial for students' overall health.

Science proves that excessive screentime is detrimental to human brain structure and impacts people's cognitive abilities such as memory and focus. However, as it turns out, the same is not the case with movies. Some studies show that watching movies can make you more productive and help with your mental wellbeing.

A study conducted by researchers at University College London and Vue Cinema found that people who watched movies experienced improved mental focus and fixation towards the movie [2]. According to the study, such focused watching helps to improve cognition and memory.

Therapists have used film therapy as a relaxing and mentally soothing activity. A recent study found that it can reduce stress levels by up to 68 percent. It may have the added benefit of improving emotional and mental health. Cinema and video therapy are sometimes used as a part of psychotherapy [3]. Therapists might use this type of therapy to expose you to a character who might be having a similar emotional experience, according to a 2021 study [4]. It could also encourage you to look at your situation from a different perspective, providing new ways of coping.

Cinema therapy or movie therapy is a form of expressive therapy – like art, music and dance therapy – for medical and mental health issues. It is also used as a form of self-help. Cinema therapy was created and popularized by Dr. Gary Solomon, the first to write on using movies as therapy. The movement started to catch up again in 2019 with the featured documentary "Calypsonians" by director Anghelo Taylor, unlike the creation of Dr. Gary Solomon, Anghelo Taylor wrote the Cinema Therapy Manifesto, that starts with one simple principle: "In order for cinema therapy to truly exist the filmmaker must have an internal search, question or problem to solve inside himself but that relates with the rest of humanity or with specific community.

Once the filmmaker and his crew engage in the process of filmmaking, they start healing by the revelation and situations that happen along the process of making a film. In the end, the result of that process will be a medicine for all the viewers as

human beings. But everything starts with the deep intention that the filmmaker has when making the film" [5].

Cinema therapy is defined by Segen's Medical Dictionary as: A form of therapy or self-help that uses movies, particularly videos, as therapeutic tools. Cinema therapy can be a catalyst for healing and growth for those who are open to learning how movies affect people and to watching certain films with conscious awareness. Cinema therapy allows one to use the effect of imagery, plot, music, etc. in films on the psyche for insight, inspiration, emotional release or relief and natural change. Used as part of psychotherapy, cinema therapy is an innovative method based on traditional therapeutic principles [6].

There are several types of cinema therapy, with varying degrees of entertainment and therapeutic value. Popcorn cinema therapy is primarily cinema entertainment, that may result in an emotional release. Evocative cinema therapy, helps individuals connect with story lines and the movie characters. In the process they "learn about themselves in more profound ways." Cathartic cinema therapy helps a person access their emotions, for instance if they are in a depression, and may be used at an early stage in psychotherapy [7].

Many people in the world suffer from a mental illness at some point in their lives. Some of the major causes of mental health problems are childhood abuse, trauma, social isolation, discrimination, stigma, loneliness and stress.

Recently, the war in Ukraine that began on the morning of February 24 is one of the reasons why people are going through mental health crises, including international students who were studying at Ukrainian universities and Ukrainian students who continued their university studies in Ukraine and those students who became refugees abroad.

The war has not only disrupted their education but also left long-lasting scars on them. Most of them are now experiencing depression and even PTSD in more serious cases. The Royal College of Psychiatrists concluded that – 'Being caught up in a traumatic event that is overwhelming, frightening and life-threatening can lead to Post Traumatic Stress Disorder.' The war in Ukraine has had a huge impact on Ukrainian students abroad too. They are also experiencing stress, anxiety, and other mental health issues due to the situation in their homeland. One of the students said that the news about the war in Ukraine 'hit me like an earthquake'.

Pleasurable distractions and entertainment could provide rest and relaxation and replenishing qualities, according to a 2017 study [8]. A good comedy could help lower your stress levels. A 2016 study [9] found that laughter could reduce the levels of hormones in the body responsible for stress, such as cortisol and epinephrine. If you're not in the mood to laugh, consider a drama or tearjerker. Crying could also lower cortisol levels in the blood, according to a 2020 study [10].

Film watching has a cathartic effect, allowing viewers to experience strong emotions through an activity. This can be very beneficial for those who have trouble expressing emotions, as films may easily prompt them to laugh, cry, or experience an emotion. Watching a movie allows one to disconnect from their surroundings for a duration of time. Our minds are actively engaged with the television, allowing external thoughts and worries to fade away. Musicals or romantic comedies are great examples of relaxing films [11].

Motivation is one of the most important factors in determining successful second-language acquisition. Movies are an integral part of students' lives so it makes perfect sense to bring them into online classes. Film, as a motivator, also makes the language learning process more entertaining and enjoyable. Watching movies could be motivational in many ways. Giving your mind a break from work for something enjoyable could motivate you to be more productive when you return and to ward off feelings of burnout [12]. If the movie highlights someone successfully chasing their ambitions, it could motivate you to do the same.

It might also inspire you to take up a new hobby or pursue a new goal, according to a 2020 study [13]. Fictional characters can act as motivating agents. Seeing an iconic character may influence the viewer to become more like that character or become less like a repulsive character. Certain action lines may inspire viewers to take on similar activities in their own lives. For example, a very passionate character may influence a viewer to pursue their own personal interests [11].

If you've been feeling some level of disconnect between someone close to you – whether it's your romantic partner, best friend, or child – watching movies together could be just what's needed to rekindle your relationship. It could be especially helpful if you have the same taste in movies and choose something new that you're both enthused about watching. Not only will you bond in the moment of watching, but you might feel a renewed sense of connection when you discuss what you watched afterward [14].

Throughout the industry, films and shows show very different familial and friend relationships. Watching and analyzing these relationships may allow one to reflect and grow on their own connections. Watching movies makes you more empathetic and strengthen relationships. Studies suggest that watching movies can increase our emotional intelligence and also help in improving social connectivity. A study conducted by psychologists at Oklahoma University [15] studied the relation between fictional drama and emotions. For the purpose of the study, the subjects were divided into two groups. One group was shown fictional dramas or documentaries. While the other group was asked to either watch documentaries or nothing at all. These groups then underwent reading the eyes in the mind test [16]. According to the results of the test, researchers found a consistency in the feelings of the participants who watched the fictional drama [17].

Finding relaxation by watching a movie might be easier than it sounds. It might be a good idea to eliminate unnecessary distractions during the movie. You might find that you're able to engage your mind with the plot you're following without distractions, which could make for a more soothing experience. A musical or romantic comedy, aka rom-com, could be just the distraction you need to relax after a long day [11]. Watching movies can boost mood and reduce symptoms of depression. A 2016 review [18] found that enjoying leisure activities such as watching movies could boost mood and reduce symptoms of depression.

Both positive and sad films can lift our mood and improve mental health.

Sad films can make us happy: It is similar to the effect that sad songs have on our mood, they uplift us and make us feel lighter. Sad music resonates with our feelings helping us find an outlet for them. Similarly, sad movies help us find an outlet for our feelings, hence making us feel less sad.

However, there hasn't been any study on this topic, but studies on the effect of sad music in uplifting moods in people help understand the phenomenon better.

Whether it is thriller, drama, horror or romance – whichever genre you prefer, now there is proof that movies don't only entertain you but also help your mental wellbeing [17]. Watching stressful movies, such as horror, may actually make us feel better in the long run. Temporary stress releases cortisol, which is automatically met with dopamine, once that stress is erased. This emotional rollercoaster may be very beneficial to viewers.

3. Multicultural Teaching Tool

Students can learn about the culture behind the language when they watch movies in English. Language and culture are closely connected. Short clips from foreign language films can be incorporated into the teaching of language and culture in the university classroom and then to pinpoint and evaluate the wide range of learning outcomes that such a multi-disciplinary endeavor would elicit from students. Activities and tasks are created increasing language fluency (interpretive and presentational) and increasing cultural knowledge and sensitivity.

In a globalized world with different languages and cultures, learning foreign languages is a necessity for ensuring international communication and understanding. Adding to that language and culture are inseparable, learning a language also involves learning the associated culture. The close interdependency between culture and language can be used to contribute to social cohesion and stability in areas where cultural bias, political and religious hostility is prevalent.

Therefore, language teaching practices can be used to eradicate stereotypes and to promote intercultural understanding, universally shared values, which will serve the peaceful coexistence of different people in the world. Movies chosen appropriately for this purpose, with a rich source of cultural events and varying patterns of human behaviors, seem to be an appropriate tool to enhance the understanding of cultural diversity.

UNESCO defines cultural diversity as the multiplicity of ways in which societies manifest themselves [19]. Cultural diversity is also the ancestral heritage that distinguishes us from other people, gives us identity, spiritual, symbolic, aesthetic and technological values. It also includes the goods that our ancestors have contributed to the history of humanity.

There are many films that in some way touch our cultural diversity and make us see the richness we have, just because we are different. It is a list of films that are based on intercultural communication. They illustrate interactions between people of different cultures:

1. And The Earth Did Not Swallow Him (Summary: Mexican-American migrant workers during the Korean War and their family lives)

2. The Beauty Academy of Kabul (Summary: American women open a beauty school in post-Taliban Kabul as community service project)

3. Born Into Brothels (Summary: This film is a portrait of a group of unforgettable children in Calcutta's red light district)

4. The Debut (Summary: A third generation Filipino teenager deals with cultural identity issues in the U.S.)

5. The Gods Must Be Crazy (Summary: A comic allegory about a travelling Bushman who encounters modern civilization and its stranger aspects, including a clumsy scientist and a band of revolutionaries)

6. Hotel Rwanda (Summary: Paul Rusesalagina was a hotel manager who housed over a thousand Tutsi refugees during their struggle against the Hutu militia in Rwanda)

7. Invisible Children (Summary: A documentary about child soldiers in Uganda)

8. Quinceanera (Summary: A girl reaching her coming of age celebration also teaches about cross-generational issues)

9. Something New (Summary: This film explores aspects of middle/upper class African-American culture and interracial/interclass dating)

10. Under The Same Moon (Summary: This film teaches about Latino immigration to the U.S. and family separation) [29].

We study intercultural communication to develop our cognitive, affective, and behavioral skills to facilitate communication with people from different cultural origins. This type of knowledge assists us in achieving high levels of personal and cultural self-awareness and a deep understanding of and respect for the influence of culture on behavior, values, and beliefs. In a mobile and globalized world, the knowledge and understanding of intercultural communication are of great significance and value, since it supports the development of lifelong learning and soft skills, which are required to help people navigate through their careers and future relationships towards both personal and professional fulfilment.

According to the United Nations, the Russian invasion has led to more than 4.7 million Ukrainian refugees fleeing across Europe. Many of these are students. Many international students find it difficult to adjust to the culture of their host country. One of the most common challenges international students face is dealing with «culture shock». It is a feeling of disorientation many people feel when experiencing an entirely new way of life.

Cambridge Dictionary defines culture shock as "a feeling of confusion felt by someone visiting a country or place that they do not know" [20]. Culture shock refers to feelings of uncertainty, confusion, or anxiety that people may experience when moving to a new country or experiencing new culture or surroundings. This cultural adjustment is normal and is the result of being in an unfamiliar environment [21]. Culture shock can occur when people move to another city or country. For example, when international students study abroad.

Although the timing of each person's adjustment process can be different, there are specific phases that most people go through before they adjust to their new environment. Culture shock can be quite stressful and lead to anxiety. However, students can overcome this situation and some great movies will help students understand and outline some of the key takeaways about culture shock:

− Culture shock refers to feelings of uncertainty, confusion, or anxiety that people may experience when moving to a new country or surroundings.

− Culture shock can occur when people move to a new city or country, go on vacation, travel abroad, or study abroad for school.

− A cultural adjustment is normal and is the result of being in an unfamiliar environment.

− Culture shock is typically divided into four stages: the honeymoon, frustration, adaptation, and acceptance stage.

− Over time, people can become familiar with their new surroundings as they make new friends and learn the customs, leading to an appreciation of the culture [22].

We would recommend such movies as

1. Culture Shock (About four American college grads who take their first trip overseas and get caught in an international crime ring).

2. Studying Abroad: Culture Shock (Five students from five different continents tell us how they adapted to a new culture when they first came to study abroad).

3. The Theft (An anthropology student travels to the pacific island of Samoa).

4. The Durrells (Based on the real-life events of the Durrell family as they resettle from England to Greece).

5. Anna and the King (About an English school teacher in Siam) [30].

Culture shock occurs when an individual leaves the comfort of their home and familiar surroundings and moves to an unfamiliar environment. The adjustment period can be fairly intense, particularly if the two locations are completely different, such as going from a small rural area to a large metropolis or moving to another country. People can also experience culture shock when moving from one place to another within the same country. Typically, no single event causes culture shock, nor does it occur suddenly or without reason. Instead, it gradually builds from a series of incidents, and culture shock can be difficult to identify while struggling with it [23]. The adjustment process due to culture shock can get better over time, leading to growth and an appreciation of the new environment.

Watching films that take on tough topics could be a thought-provoking experience for you. Whether you want to better understand a current social issue or spark a conversation about an opposing point of view, watching films could help educate and enlighten [14]. Films bring awareness to social topics, many that may be thought-provoking and influential to viewers. Witnessing another culture, viewpoint, or background can have great effects on viewers. Social commentaries, particularly documentaries, allow for an educational experience [11].

4. Real life English Learning Tool

Motivation is one of the most important factors in determining successful second-language acquisition. Films and TV shows are an integral part of students' lives so it makes perfect sense to bring them into the language classroom. Film, as a motivator, also makes the language learning process more entertaining and enjoyable [24]. If students learn Legal English, it will be much more interesting for them to watch legal movies and series such as *Suits, The Law and Order* etc.

Another benefit of using films is that it provides a source of authentic and varied language and real-life environment. Film provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. Film exposes students to natural expressions and the natural flow of speech. If they are not living in an English-speaking environment, perhaps only film and television can provide learners with this real-life language input [24].

With a vast array of legal films and series on the market, it is crucial to choose an appropriate film and episodes from television series which are fitting for this setting. Elkins (2006) provides valuable insights into the choice of appropriate "lawyer films" as well as various approaches to film and text analysis [25]. After previewing several of them, *The Rainmaker* can be chosen because it corresponds to the needs of the learners. The film is replete with ethical issues both in and outside the court, which stimulate

awareness, responsiveness and debates. Students can easily relate to and identify with the main character who is uncertain about his career choice. *The Rainmaker* is about an inexperienced lawyer, Rudy Baylor (played by Matt Damon), faced with the corruption and challenge associated with legal services in the heart of the USA.

A story of David and Goliath, with many twists and turns, the film reaches its climax when Rudy manages to bring a major insurance company to its knees. The plot, which explicitly details the stages of a court trial and the apparent corruption in the legal profession, allows for in-depth analysis. In this film, students are presented with a clear model of courtroom drama. The film is given more weight than the television series since it deals with the complete evolution of a lawsuit: a. the initial stages of a contract between lawyer and client; b. jury selection and courtroom drama; c. opening arguments, exchanges between lawyers and judges; d. closing arguments, and e. the outcome of the case. It also includes the analyses of all the people directly involved in a lawsuit of this type [26].

The visuality of films makes it an invaluable language teaching tool, enabling learners to understand more by interpreting the language in a full visual context. Film assists the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously. These visual clues support the verbal message and provide a focus of attention [24]. Such visuality of films also makes them closer to real life and promotes better student's attention, comprehension and perception. For example, *Twelve angry men* is a powerful indictment, denouncement and exposé of the trial by jury system, the film that keeps you on the edge of your seat from the beginning until the end and you become fully concentrated on the legal language and involved in all the details of the jury deliberation process.

Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practise listening and reading, and as a model for speaking and writing. Film can also act as a springboard for follow-up tasks such as discussions, debates on social issues, role play, reconstructing a dialogue or summarizing [24]. Role play such as round tables and mock trials is a very effective tool for Legal English learners which make students more motivated and give them the opportunity to work in the environment that is close to the real life. Real situations can be created and students can benefit from the practice [27]. It is also possible to bring further variety to the language learning classroom by screening different types of film: feature-length films, short sequences of films, short films, and adverts [24].

5. Conclusions

Given the benefits of using films in the language learning classroom, it is not surprising that many teachers are keen to use films with their students, and an increasing number of them are successfully integrating films into the language-learning syllabus. Until quite recently it was difficult to find pedagogically sound film material to help students improve their language through watching film, and teachers had to spend many hours creating their own materials.

However, with the advent of the internet there is now a wealth of online resources for both language teachers and their students. With so many resources, it's

sometimes difficult for teachers to see the wood for the trees [24]. As teachers, we have an ongoing responsibility to formatively assess and update our teaching approaches and strategies to reflect the changing times and use of technology. We are very fortunate to have such a wide variety of ESP/ELP resources available to us today. Film and television series provide the perfect setting for students to venture into the real – life, professional world and learn the appropriate language in a virtual and natural setting [26]. Since learner engagement is a priority [for a successful teaching and learning environment] (Richards & Rodgers 2001), where teaching is a pleasure, students are taught the pleasure of learning [28].

Watching movies is a useful way to improve English. Textbooks are great for learning vocabulary or grammar, but nothing is better than listening to authentic spoken English. By watching films, students can hear native English-speaking actors using their language in a natural way, helping students to learn and speak modern English in terms of sound, vocabulary and style. Across English speaking countries there are different accents; from Australia to the United States of America, and even within the British Isles there are distinct dialects.

Students hear and learn from these regional accents and understand them better, especially as textbooks seldom provide information on this subject. When students learn words, it can be difficult to remember their meaning or how to use them, but dialogues and subtitles in movies can provide good examples of how words sound and change in connected speech. When used as part of a screenplay, the context helps the student to learn, recall and use words more effectively in the art of reading, writing and conversation.

Students can sharpen many of their English language skills by watching movies in English. Film being an excellent teaching and learning tool, which in turn, can extend the range of teaching techniques and resources, helping students to develop all four communicative skills.

Engaging in activities students enjoy, such as watching movies, can be beneficial. It can boost mental health, relieve stress, and foster relationships. However, movies are not a panacea for all mental health issues, and if one's symptoms interfere with daily life, a mental health professional would be more appropriate.

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4.2 EDUCATION OF PATRIOTISM IN INTERNATIONAL STUDENTS THROUGH GAMIFICATION

Skyrda T.S., Candidate in Pedagogical Sciences, Associate Professor at the Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine
Lazorenko N.L., Candidate in Pedagogical Sciences, Associate Professor at the Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine
Zhudro O.V., Senoir Teacher at the Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine

Abstract. The article outlines the relevance of patriotic education-teaching of future specialists in international relations, substantiates the emergence of new modernized, rethought forms and methods of work in the context of patriotic education-teaching. The scientific understanding of patriotism education based on the model of humanistic oriented developmental education through subject-subject and socio-pedagogical strategy is revealed.
The possibilities for implementing these strategies through the use of gamification tools during practical foreign language classes as a space for creating effective conditions for the education of a citizen-patriot are substantiated. Gamification is characterized as one of the key trends in European education of the 21st century. The purpose of the article is to reveal the potential possibilities of gamification in the process of educating and teaching the patriotism of future specialists in international relations, to identify advantages and possible risks, to expand teachers' ideas about the possibilities and resource potential of gamification in education. The advantages of gamification as a means of patriotic education-teaching are described, the optimality of using this tool in working with students of international relations is revealed, the peculiarities of the implementation of gamification in this age period are revealed, the task of gamification in the context of patriotic education-teaching is outlined. The novelty of the research consists of the introduction into the practice of higher education institutions of patriotic education-teaching by means of gamification during practical foreign language classes. The functions of gamification aimed at the development and formation of personality are characterized. Emphasis is placed on the fact that the use of gamification elements no way replaces learning or education, but acts as another methodical tool for working with students of international relations in the context of patriotic education-teaching. The risks that may arise in the process of implementing gamification elements are outlined, the aspects that are important to consider when gamifying the process of educating and teaching patriotism of future international relations specialists are revealed in order to avoid risks.The conclusions confirm that in the patriotic education-teaching of future specialists in international relations, this methodological toolkit has a number of advantages and helps to make the educational process more effective.

1. Introduction

The relevance of patriotic education-teaching is always timely, because with the integrity, fundamentality and unchanged value of the concepts "patriotism", "patriotic education-teaching", "citizen-patriot", new generations demand new modernized, rethought forms and methods of work, in particular in the context of patriotic education-teaching.

The modern scientific understanding of patriotism education is based on the author's model of humanistically oriented developmental education of I. Bech. This model is aimed at the education of a spiritual personality and involves two strategies: a) subject-subject - implemented in the form of a meaning-actualizing dialogue that directs education to his spiritual self; b) socio-pedagogical - carried out in the form of educational spaces as appropriate projects [1, p.3-6].

We see opportunities for the implementation of these strategies in the use of gamification tools as a space for creating effective conditions for educating and teaching a citizen-patriot.

Gamification (gamification, gamification) is the use of game practices and mechanisms in a non-game context to solve tasks. In education, the first elements of gamification appeared at the beginning of the 18th century. It was then that schools began to introduce into the system of the educational process the possibility of earning points for completing tasks and passing exams.

Another example of gamification is the scouting system, which uses a multi-level system of awards and incentives for various achievements. Gamification methods are widely used in education (such examples are honor boards, an evaluation system in the form of honors or awards, the use of game elements during practical foreign language classes, educational work, etc.) [5; 6; 7; 8].

The introduction of certain elements of gamification into the process of patriotic education and teaching allows to expand the methodological toolkit, to further motivate and interest future specialists in international relations in studying the history of Ukraine, its cultural heritage, understanding values, understanding the importance of protecting the Motherland, the importance of participation in the life of the country of every citizen, etc.

The purpose of the article is to reveal the potential possibilities of gamification in the process of educating and teaching patriotism of future specialists in international relations, to identify advantages and possible risks, to expand teachers' ideas about the possibilities and resource potential of gamification in higher education.

The main tasks are defined as: to describe the advantages of gamification as a means of patriotic education-teaching, to reveal the optimality of using this tool in working with future specialists in international relations, to reveal the tasks of gamification in the context of patriotic education-teaching.

Research methods. In the research process, the methods of educating and teaching patriotism of future specialists in international relations by means of gamification were used: methods of forming the consciousness of the individual: expanding the ideas of future specialists in international relations about the content of such concepts as "patriotism", "patriot", "Motherland", " characteristics of a patriot", "defense of the Motherland"; methods of forming experience of social behavior and activity: patriotic games, quests, quizzes, brain-rings, choice situations, cases,

intellectual competitions that gave an opportunity to show intelligence, knowledge, make a moral choice, affirm one's own position and beliefs, gain experience in teamwork, joint activities, learn to show oneself in a situation of group and individual responsibility; methods of stimulating behavior and activities of pupils: self-evaluation of international relations students of their actions, analysis of cause and effect relationships between decision-making and obtaining results.

The research was conducted during 2021-2022. on the basis of higher education institutions in Kyiv, Chernihiv, and Cherkasy regions. The total sample of respondents is 172 people.

The novelty of the study. The novelty of the research consists in the implementation of forms of patriotic education-teaching by means of gamification into the practice of higher education institutions.

Research results. At the heart of gamification is the idea of implementing a game approach in order to increase the motivation of international relations students to participate in patriotic activities, where they could expand their knowledge and ideas, gain new experience, test their own strength and implement patriotic conceptual principles at the international diplomatic level.

2. Research Outcomes

Situations were created that required the participants to take appropriate actions (decision-making, leadership qualities, the ability to assume different team roles (for example, in certain situations, participants had to play the role of a leader, in others - to obey and work for the interests of the team).

Observing the actions of the participants made it possible to draw certain conclusions. Yes, the vast majority of students of international relations are happy to participate in such events and actively participate in teamwork. At the same time, in the process of observing the participation and involvement of international relations students in games (contests, competitions), we can single out the following behavioral manifestations: 36.68% of international relations students show an active readiness for team interaction in various roles; ready to take an active part in the activity, provided they are involved in team roles - 12.71%; perform game tasks under the condition of the role of "performer" and not "leader" 28.75%; reluctantly get involved in joint activities, prefer observation 18.97%; 2.89% do not show a desire to participate in joint activities (diagram 1).

The obtained data prove that the desire for self-knowledge is one of the key characteristics of students of international relations and can be realized through the adoption of various roles and models of behavior. The organization of activities with elements of gamification is multivariate and opens up opportunities to help students understand themselves, learn more about themselves and test in practice the stability of their own attitudes in various game and life situations.

The introduction of gamification elements into the process of patriotic education made it possible to reveal the initiative and willingness of students of international relations to take responsibility. Yes, 15.22% of students of international relations show initiative in joint activities, are ready to take responsibility for the performance of game tasks; show initiative in activities under the condition of collective responsibility for results 52.82%; prefer individual tasks, are ready to take individual responsibility 9.61%; 19.24% do not show initiative, but participate in team activities; do not show initiative, are not ready to take responsibility.
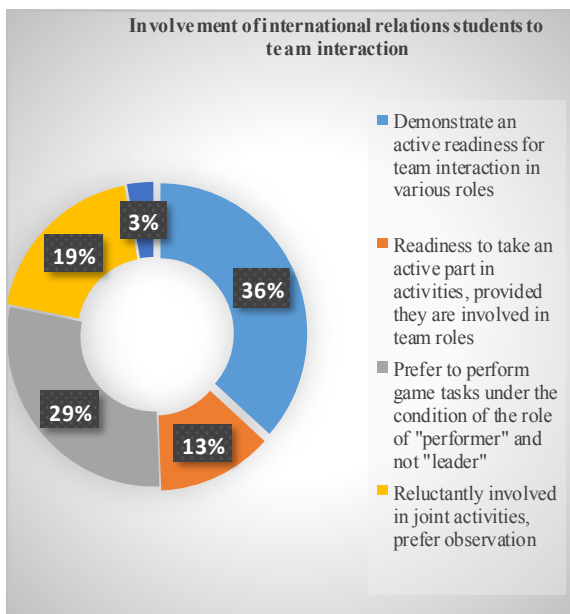
Diagram 1. Involvement of students of international relations in team interaction in the process of performing game

The obtained data indicate that for students of international relations, the desire to participate in the life of adults and the readiness to receive assignments characteristic of adult life are combined with the desire for autonomy and independence, the desire to prove the ability and readiness for adult life. Everything prompts a student of international relations to seek recognition and respect from both peers and significant adults. Thanks to the inclusion of gamification elements in the work with students, they can realize their aspirations through the opportunities available in game activities.

Thus, we can say that forms of gamification (quests, competitions, contests, sports games, relays, etc.) can perform certain functions aimed at the development and formation of personality (sociocultural, modeling, communicative, educational, developmental, motivational, etc.).

The implementation of such functions turns games aimed at patriotic education - teaching into a school of behavior, a space for self-improvement and self-realization, where game elements are organically combined with value and content attitudes that are laid by the teacher.

Among the risks that may arise in the process of implementing gamification elements, it is worth paying attention to the following: excessive enthusiasm for game techniques contrary to balance with other forms of work; the motivation and involvement of students of international relations in the educational process may decrease in the absence of game incentives; superficial attitude of the participants to the process, as a result - a short-lasting educational effect; the superiority of external incentives over internal motivation; increasing competitiveness within the team (academic group). To avoid these risks, it is important to consider the following aspects when gamifying the process of patriotism education of future international relations specialists:

– when organizing the educational process, the content should prevail over the external form, since the content of the game is more important than its organizational structure;

– the integration of gamification elements into the educational process should be reasonable, not replace other forms of work, but complement them;

– elements of gamification should be incorporated into the educational and educational process as part of the culture of learning and upbringing, one of the methods of activity to achieve results;

– the organization of activities should focus on achieving a common result and the importance of the achievements of each participant, thus avoiding competition within the team.

3. Discussion

In domestic and foreign science, gamification is considered primarily in the context of using its individual elements for the motivation and inclusion of students in the learning process. This view is reflected in the works of O. Makarevych. The author draws attention to the motivational properties of gamification and considers it as an effective tool for assimilating a larger amount of knowledge and its better memorization [2, p. 279-282]. M. Sashnova and A. Zahorulko see the potential of gamification in complementing and expanding the possibilities of traditional education. The game is an ideal learning environment with a built-in permission to make a mistake, which encourages thinking outside the box and develops self-control and responsibility for the decisions made. Gamification is a way of influencing students: in e-learning, a game-based form of learning that replaces boring typical tasks, and in the conditions of traditional learning, which will diversify the traditional structure of classes [4, p.54-57]. Confirmation of the provisions about the promising possibilities of gamification can be found in the works of other scientists.

Thus, S. Pereiaslavska and O. Smahina reveal the possibilities of gamification in various aspects: as a method of teaching and upbringing, as a form of work, as a means of organizing the educational process, etc. Any gamified activity diversifies the educational process, introduces new elements of competition and entertainment into it. At the same time, it is important to understand the limitations that must be taken into account when implementing gamification and plan such activities based on experience and taking into account the individual characteristics of each student [3, p. 250-260].

4. Conclusions

The theory and practice of using gamification elements in patriotic education and teaching of international relations students proves that this methodological toolkit has a number of advantages:

– the mobility and structure of various elements allows creating multivariate forms of work and using a wide arsenal of activities;

– diversity of forms and methods of work, the possibility of using traditional forms of work in a new, modernized context;

– the cognitive nature of the activity allows covering a large number of areas of interest of students of international relations, the applied orientation of the acquired knowledge, which can be tested right away in the process of the game during practical classes in a foreign language;

− focus on formation of knowledge, abilities and skills inherent in a citizen-patriot, emotional inclusion of participants; motivation of students of international relations for harmonious development (physical and moral-willed qualities), education of a harmoniously developed personality;

− focus on formation of knowledge, abilities and skills inherent in a citizen-patriot, emotional inclusion of participants; motivation of students of international relations for harmonious development (physical and moral-willed qualities), education of a harmoniously developed personality;

− creating conditions for gaining new experience, testing one's strength, knowledge, skills, etc.;

− harmonious combination of knowledge from various subjects with international activity, adaptability of game elements depending on the set goals and tasks.

Thus, gamification of patriotic education-teaching of students of international relations helps to make the educational process more effective. The acquisition of knowledge, assimilation of value attitudes does not occur through coercion, but through understanding, inclusion and motivation of the participants. It is in such an organization of the educational process that students have the opportunity to show themselves, and the teacher to find out how far the set tasks and goals have been achieved.

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4.3 THE POTENTIAL OF MEDIA RESOURCES AND DIDACTIC TEACHING OF AUTHENTIC MATERIALS FOR THE DISCIPLINE "SECOND FOREIGN LANGUAGE (GERMAN)"

Zachepa I.M., Senior Lecturer at the Foreign Languages and Translation Department, National Aviation University, Kyiv, Ukraine
Mykhailova V.I., Senior Lecturer at the Foreign Languages and Translation Department, National Aviation University, Kyiv, Ukraine

Abstract. The focus of this study is on educational media resources that can be effective and appropriate in classes of the discipline "Second foreign language (German)" and their potential for didactic authentic materials. The work defines what an educational media resource is. Educational media resources for the German language and the potential of their use for the discipline "Second foreign language (German)" were studied. Criteria for the selection of media resources for the discipline "Second foreign language (German)" have been defined. Separate issues of the methodology of using educational media resources in the context of teaching and learning the German language are considered. Ways of integrating certain educational media resources into the process of teaching and learning the German language are described. We focus on media literacy and consider digital applications that can bring authentic texts closer to students. We are interested in Web 2.0 platforms that can be used to create interactive exercises, since the idea is to didactically correctly, creatively, interestingly process authentic materials of a country-study nature, and get positive results in students' assimilation of educational material. Taking into account the practical experience of using educational media resources of the world-famous educational platforms Goethe-Institut, Deutsche Welle and Klett-Verlag, a concise didactic analysis of their product is presented and recommendations are provided for the use of their content within the educational discipline "Second Foreign Language (German)".

1. Introduction

Teaching the academic discipline "Second foreign language (German)" in the conditions of active digitization of the society and all spheres of its life did not become something radically new for the educational process at the Department of Foreign Languages and Translation of the Faculty of International Relations of the National Aviation University. However, there is a need for its critical understanding as an integral part of the entire educational process in Ukraine. This is especially noticeable today, when learning (first because of COVID-19, now because of the war) takes place remotely and the importance and potential of Internet technologies and innovative forms of learning have been realized. Thus, teaching and learning the German language is impossible to imagine without the use of numerous Internet resources that can support the teacher in German language classes and effectively help for students' independent work.

No less relevant issues regarding the education of a person with an innovative type of thinking, meeting the educational informational and communicational needs of participants in the educational process, the formation and implementation of an informational educational environment in the higher education system, the use of ICT in the educational process, the creation the informational system for supporting the

educational process to ensure training and internal control and an open network of educational resources are included in the National Strategy for the Development of Education in Ukraine for 2012-2021 [11, p. 23].

The Internet has ultimately become an integral part of the educational process. However, alongside the rapid development of the latest technologies, with the appearance of an incredible number of high-quality educational media resources for learning the German language, various platforms and applications, there is a lack of understanding which media resources for learning the German language will be the most appropriate when planning and conducting educational classes of the discipline "Second foreign language (German)".

The purpose of our research is educational media resources that can be effective and appropriate in classes of the discipline "Second foreign language (German)". We offer primarily those resources that, in our opinion, are aimed at a specific result and are productive for the development of communicational skills and increasing motivation to learn the German language.

To achieve the set goal, a number of tasks must be solved:
- determine which media resources can be considered educational ones;
- investigate educational media resources for the German language and the potential of their use for the discipline "Second foreign language (German)";
- determine the criteria for the selection of media resources for the discipline "Second foreign language (German)".

2. Web 2.0 Technology as a Means of Using Educational Media Resources for Learning the German Language

Modern domestic studies testify the systematic use of educational media resources in the process of professional training of future specialists [3, 5, 6, 8]. At the same time, the latest scientific publications are testifying the growing interest of teachers in the possibility of using educational media resources for learning the German language and their active involvement in the educational process.

A significant number of studies suggest specific ways of using mobile applications and Web 2.0 tools for the development of certain language competencies in the process of teaching and learning the German language [5, 6, 7, 12]. Scientists note that the use of mobile applications and interactive tools contributes not only to the formation of foreign language communicative competence, but also to the improvement of students' media competence, the formation of research skills, and increased motivation to learn a foreign language [8, p. 392].

Therefore, the issue of using mobile applications and interactive Web 2.0 tools in the process of teaching and learning foreign languages has not been fully studied and requires detailing of many methodological and didactic aspects.

The majority of Web 2.0 technologies do not require special education and can be used without much effort. We are used to using the various resources of the Internet space for learning foreign languages. Therefore, what is an educational media resource and which German educational media resources will be potentially useful for the subject "Second Foreign Language (German)".

We adhere to the opinion that an educational resource can be considered as a resource that is intended for educational purposes and, in the process of its use, a purposeful process of personal mastery of a certain subject area takes place [13, p.23].

Thus, educational media resources for the German language can be considered those aimed at teaching and/or learning the German language both in general and by levels or certain lexical-grammatical aspects, the processing of which contributes to the development of the foreign language competence of the individual and the conscious studying the culture of the German-speaking area.

From the point of view of the problem of our research, we are interested in the aspect of language competence of students within the discipline "Second foreign language (German)". We need to single out such media resources that will help the teacher to avoid routine work in classes, and the students to practice the German language and improve all four types of their foreign language competence.

Given the fact that less and less hours are allocated for classroom work (2-3 academic hours per week), it becomes clear that without regular independent work of students, without regular performance of classic exercises and tasks with the help of online tools and educational media resources, it is impossible to master linguistic, sociolinguistic and pragmatic competences related to receptive (listening, reading) and productive (speaking, writing) types of language activity.

Consider (Table 1) the most famous educational media resources for the German language. They can be of different formats (texts, graphics, audio, video, interactive tasks, tests, etc.).

Such large educational institutions as the Goethe-Institut (the cultural institute of the Federal Republic of Germany, which operates throughout the world), DW (Deutsche Welle "German Wave" - the German state radio station and TV channel that broadcasts abroad), Klett-Verlag (a platform of Klett publishing house for learning foreign languages) offer an incredible amount of media resources for the German language on their official web pages (websites). Here we accept the opinion of G.V. Tkachuk. that "the concepts of "website" and "web resource" should not be equated, since a website is a set of interconnected web pages united by a common theme, while a web resource has a broader meaning and is more often called a media resource. For example, a media resource can be an ordinary text document that is placed in the web space of the network and is available at the appropriate address [13, p. 27]. Therefore, for example, the Deutsche Welle website has the following link to the main page of the channel: https://www.dw.com/de. And you can see the differences by comparing with the address of the media resource, which is a specific educational product of this channel: https://learngerman.dw.com/de/weihnachtsm%C3%A4rkte-mitten-in-der-pandemie/l-59907697 (table 1).

Table 1.

Educational Media Resources on the German language

Categories	Web-Sites
Educational platforms Goethe-Institut Deutsche Welle (DW) Klett Sprachen fürs Leben Klett derdieDaF Portal	https://www.goethe.de/ https://www.dw.com/de/deutsch-lernen/s-2055 https://www.klett-sprachen.de/ http://www.derdiedaf.com/
Multimedia information distribution systems	www.youtube.com
Podcasts	www.podcast.de https://podcasts.apple.com/de/podcast/deutsche-im-alltag-alltagsdeutsch-audios-dw-deutsch/id282933246?mt=2 https://www.goethe.de/de/kul/ges/ser/pod.html?wt_sc=podcasts
Platforms for the development of educational materials	https://learningapps.org/LearningApps. https://de.padlet.com https://kahoot.com/ https://quizlet.com/
Test assignments	https://einstufungstests.klett-sprachen.de/ https://www.klett-sprachen.de/digitales/online-uebungen/online-uebungen-daf/c-867 https://www.goethe.de/de/spr/ueb/daa/all.htmlhttps://www.goethe.de/de/spr/ueb/daa/all.html
Exam preparations	https://www.goethe.de/de/spr/kup/prf/bar.html https://www.klett-sprachen.de/pruefungen/deutsch-als-fremdsprache/c-2364
Dictionaries	https://www.multitran.com/ru/dictionary/german-russian/deutsch-russisch%20online%20mit%20IPA

3. Methodological Recommendations for the Use of Media Resources

The use of authentic materials in German language classes, taking into account methodological principles, certainly contributes not only to the development of language and cultural skills, but also to increasing motivation during the study of the German language. Moreover, the processing of educational material using Web 2.0 tools encourages students to competently work with media and use their own skills for working with digital applications.

The effectiveness of using this or that teaching tool depends largely on its didactic features. From the point of view of the problem of our research, we are interested in the methodological and didactic possibilities of using educational media resources for the discipline "Second foreign language (German)". To determine such possibilities of educational resources for teaching and learning the German language, it is necessary to refer to the purpose and tasks of this discipline.

The main goal of studying the discipline "Second foreign language (German)" is the ability of students to competently use their knowledge of the German language in

real life situations, not only in everyday life, but also in professional communication. In our opinion, the use of media resources for German language classes is focused primarily on the result (language mastery) and not on the process (studying certain aspects of the German language).

Therefore, it is worth, firstly, to find out which media will be useful for mastering certain competencies, to single out their positive points and overall educational potential for the discipline "Second foreign language (German)".

The media resources on the educational platforms of the Goethe Institute, DW and Klett are text information, video interviews, conversations, news, films, interactive tests, and they most correspond to the purpose and tasks of the discipline "Second Foreign Language (German)". The choice of such materials is defined by the following facts:

- video material (audio material) filmed for educational purposes;
- topics are diverse and meaningfully accessible for understanding without special contextual training (according to the chosen level);
- the episodes feature both interviews with real people and information from announcers, which makes it possible to sound the modern standard German language, the language of ordinary people and various pronunciations;
- the duration of the video is not long (from 1:02 minutes to 2:35);
- videos supplemented with educational tasks for understanding language, its features, accuracy of statements, vocabulary exercises; in addition, there is a link to the vocabulary of the topic and the text material of the audio text itself;
- uniformity and systematic presentation of the material;
- video files are publicly available.

In our opinion, the use of educational media resources as a means of learning is possible both within the traditional system of education and in the conditions of distance learning. The teacher must independently determine the importance of this or that resource in accordance with the content of the work program of the academic discipline. Based on our own teaching experience, we offer the following criteria for selecting educational media resources for the German language:

- authority and competence of media resources, credibility and reliability of information;
- the content of educational media resources must correspond to the purpose and tasks of the academic discipline "Second foreign language (German)";
- the use of such media resources should contribute to the intensification of the educational process, autonomy in learning and the growth of students' motivation to learn the German language;
- comply with the principle of mobility – you can learn the language anywhere and anytime;
- comply with the principle of problem solving, which requires the activation of mental activity to solve communicative tasks.
- comply with the principle of intercultural value, which allows students to realize the value of the traditions of their people through familiarity with the traditions and culture of the German-speaking area.

So, if you follow these recommendations, you can make sure that high-quality educational media resources contribute to the rapid and effective acquisition of a foreign language, and therefore they should take their proper place in the process of learning German.

4. Didactic Teaching of Authentic Materials

In methodological literature, there are many discussions about the use of authentic materials. Here you can find different definitions of authenticity. In most cases, this refers to texts from newspapers or magazines, song texts, etc., which are used in class and are linguistically authentic [1, p. 168]. Since authentic texts are both linguistic and cultural products, they give students the opportunity to observe and draw conclusions about the customs and rules of communication in the culture of the German-speaking environment.

However, we should not forget that authentic texts for students are often quite complex, and therefore require a certain adaptation to their speaking level, that is, specific didactic techniques.

Teaching the discipline "Second foreign language (German)" with the use of educational media resources has certain methodological and didactic features; however, it preserves the four main educational goals of language mastery for various types of speech activity. Therefore, it is worth, first, to find out which media resources will be useful for mastering certain competencies.

The great interest in the educational platforms of the Goethe-Institut and DeutscheWelle undoubtedly testifies to their accessibility and effectiveness in influencing the process of mastering foreign languages [8, p. 297]. They become especially important when it comes to audio and video files of authentic educational material.

Nowadays there are a huge number of sites that offer podcasts for learning foreign languages. It is important to choose the right educational material from a large number of offers that corresponds to the student's level of competence.

The suggested media resources for listening (Table 2) are different in the form of presentation of educational material and differ in content. Almost all of them are supplemented with interactive exercises, and text files are available for download, which is important for thoughtful processing of the educational material. Such videos as Einshoch6 can be called a series, since most of the heroes of the educational videos are depicted in real time and convey to the viewer information about their everyday, socio-political or professional life in the German-speaking environment (table 2).

Table 2.

Content Characteristics of Media Resources for Listening

Web-resource	Recommendations for use
1	*2*
Einshoch6: Lass uns reden https://www.dw.com/de/das-bandtagebuch-1-lass-uns-reden/s-32658	«Lass uns reden» – EINSHOCH6's first diary album for German language learners. Here you can find 13 hip-hop songs and accompanying music videos. There are interactive exercises for each song.
Einshoch6: Deutsch lernen – mit Spaß und viel Musik! https://www.dw.com/de/bandtagebuch/s-13891	Discover Germany and learn German with hip-hop music! The Munich band EINSHOCH6 will take you on a journey around Germany. The video diary contains 40 episodes of a wide variety of topics. There are interactive exercises for each episode.
Einshoch6: Reise um die Welt https://www.dw.com/de/das-bandtagebuch-2-reise-um-die-welt/s-32659	Reise um die Welt – the second album of the band EINSHOCH6. Here you can find 12 hip-hop songs and accompanying music videos. There are interactive exercises for each song.

Table 2. to be Continued

1	2
Langsamgesprochene Nachrichten https://www.dw.com/de/01122021-langsam-gesprochene-nachrichten/a-59983918	Train your listening comprehension with Deutsche Welle news – in text form and in clear spoken audios.
Deutsch aktuell Podkast https://podcasts.apple.com/de/podcast/top-thema-mit-vokabeln-audios-dw-deutsch-lernen/id282932005?mt=2	This podcast explains the peculiarities of the German language. For advanced listeners (B2-C2) – it is even interesting for native speakers, as it very interestingly explains funny, but also useful words and phrases that are not so easy to find in every dictionary.
Deutsch aktuell https://www.dw.com/de/deutsch-aktuell/s-2146	Up-to-date information on world events: easy-to-understand reports on topics from politics, culture, science or business. Slow pace of speech. All content is prepared in multimedia form using audio or video. Interactive exercises help to understand or provide explanations of vocabulary, train various types of speech activity.
Top-Thema mit Vokabeln lernen https://learngerman.dw.com/de/top-thema/s-55861562	Top of the most popular topics from the latest news. Short weekly articles for the intermediate level (B1) on topics from politics, culture, economics, science or sports. There are also interactive vocabulary and grammar exercises. You can vary the work: listen to the audio or read the text.
Nicos Weg https://www.dw.com/de/nicos-weg-ein-mobiler-deutschkurs-im-unterricht/a-47811169	Educational film. A free mobile app that has interactive tasks for episodes.
Radio D https://podcasts.apple.com/de/podcast/podcast-radio-d/id433122457?mt=2	A separate language course that can be used with or without a teacher. – The audio course consists of two series, each with 26 episodes. An English-speaking moderator guides you through the program and discusses German language structures and expressions with the interlocutor. Regional aspects are also included. - Each episode contains an information/review page that summarizes various expressions important to your vocabulary.

The listed media resources (table2) mostly have playlists that are convenient to use both when working in the classroom and in the process of independent German language learning. The differentiation of language proficiency levels from "absolute beginner" to C1/C2 allows the user to independently organize his work according to the principle "from simple to more complex", and the teacher quickly navigates in the selection of educational materials for the group of the appropriate speech level [3, c. 302].

Since listening is closely related to speaking, the teacher should remember that one of the most important goals of teaching is to teach understanding of foreign language speech. Without mastering such a type of language activity as listening, it is impossible to learn the language and use it [8, p.199].

The use of educational media resources for listening will not have a great productive value if this type of work is not reinforced by speech activity. After performing interactive exercises, the elaborated content material is fixed in the process

of performing oral communicative exercises. The teacher should prepare a number of tasks for understanding the content of an audio or video file: to determine correct and false statements, the logical sequence of the main events, which greatly facilitate the understanding of the video material [6, p. 227]. In addition, creating conditions for interactive communication is an important requirement for teaching the discipline "Second foreign language (German)". Language practice, stimulation of active communicative activity of students based on the situation from the developed media resource is an important condition for the performance of this type of work.

It is impossible to imagine the development of language skills in vocabulary and grammar, as well as all four speaking skills, without the use of educational platforms and mobile applications, such as Kahoot, Quizlet, and LearningApps, which offer exercises for a specific target group and give the opportunity to develop your own. These platforms have become an excellent technical means for the development and storage of interactive tasks in the German language, created online and integrated into the educational content of the discipline. Such work can be performed in different modes: individual, pair, and group, often in the form of a competition (the program often determines the time for completing the tasks itself).

Of course, these platforms are not independent educational programs for learning the German language, but only a tool that helps the teacher to creatively, interestingly and effectively integrate the educational material into the scenario of the German language lesson, and the student to consolidate and test their knowledge in a game form. The point here is that digital instruments are integrated into the lesson in a didactically and methodically meaningful way. Digital media are used in the classroom as part of a planned activity and are implemented in the classroom through a clearly defined learning objective [2, p. 15].

Of course, in the world of Internet technologies, everything changes and updates very quickly, so you need to follow the news so as not to miss important things. It is not difficult if you regularly visit professional websites and educational portals (Geothe-Institut, Deutsche Welle, derdieDaF-Portal.

5. Conclusions

It is worth taking into account the opinion of our scientists that the introduction of electronic educational media resources into the practice of training students is still slow and mostly chaotic, which is explained by the insufficient theoretical justification of the types of educational media resources and the methods of their use in institutions of higher education [4, p. 183].

There are different perspectives on how educational media resources can be used in the learning process. Practice shows that the quality of the educational media resource is its most important characteristic, which determines the effectiveness, readiness, adaptability of the educational resource for its use in the course of the educational discipline "Second foreign language (German)". The use of high-quality educational media resources enables students to study the educational material at a pace convenient for them, conduct various researches, and perform training exercises to acquire practical speaking skills.

Teaching the subject "Second foreign language (German)" using educational media resources has a range of positive results:

- increasing students' motivation to study German and overcoming the language barrier;
- improving the quality of speaking skills, and therefore the effectiveness and progress of students in learning the German language;
- thanks to educational media resources, the teacher can avoid routine work in the classroom; instead s/he has the opportunity to implement innovative methods of teaching a foreign language.

Therefore, modern Web 2.0 technologies and educational media resources do not replace traditional teaching methods, but create new opportunities to ensure quality teaching of foreign languages. Therefore, the study of methodological and didactic possibilities of using educational media resources for the discipline "Second foreign language (German)" has further prospects in the future.

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SECTION #5. LANGUAGE PICTURE OF THE WORLD: LINGUISTIC AND CULTURAL ASPECTS

5.1 THE INFLUENCE OF THE CHINESE CULTURE AND LANGUAGE ON THE EUROPEAN COMMUNITY

Verkhovtsova O.M., Senior Lecturer at the Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine
Ishchenko O.V., Senior Lecturer at the Department of Linguistics Igor Sikorsky Kyiv Polytechnic Institute, Kyiv, Ukraine
Kutsenko O.V., Senior Lecturer at the Department of Foreign Languages and Translation, National Aviation University, Kyiv, Ukraine

Abstract. *Modern world languages, with their specific features of sound, grammar and vocabulary, emerge as a product of long historical development, in the process of which they have undergone various changes due to various reasons. In most cases, under the internal laws of development, the greatest changes can be traced in the field of vocabulary, under the influence of external factors related to the historical destiny of the people, the native language speakers. Changes can affect all the aspects of language structure, but they work differently. The process of borrowing words is natural and inevitable, due to trade, scientific and cultural contacts between peoples. Every closed national culture usually loses in its development. However, this process proceeds with varying degrees of intensity. Language cannot exist outside the context of a language-centered culture. Unlike Slavic, Germanic and Romance languages, Chinese as a donor language does not play a significant role in replenishing the vocabulary of European languages. Recently, one source language has been actively used, it is English. Nevertheless, there are a number of borrowings from the Chinese language, which are several thematic groups, and their composition has been replenished. Their study is currently particularly relevant in connection with the processes of globalization. The article attempts to analyze the impact of the Chinese language and culture on the European society in general and English in particular. How do language and culture relate - these two most important attributes of a person and humanity? How do they interact? These are the basis of most cultural formations and communicative reality; they are all complex and very topical questions that the research is to answer.*

1. Introduction

Each culture determines the characteristics of a person in the society in which they live. The individual is obliged to share with other members of the same society this common culture, which in effect becomes the identity of the group. More and more linguists have argued for mutual influence between language and culture. As G. Zarate noted: "Today, everyone agrees that language, thinking and culture are inseparable and that their interaction requires a new approach in the study of these concepts." [Zarate 2003, 102].

Language is a system of vocal or graphic signs used for human communication, while culture includes almost all ways the life of the nation, including languages, imprints of the social life of humanity. Language and culture, being fundamentally interdependent, develop together through their history.

The culture of China had a great influence on the development of the culture of numerous neighboring peoples, as well as on a large number of the leading powers of the medieval world. Chinese culture has made a significant contribution to the development of world culture. Throughout the history of Chinese culture, each of the existing eras has left unique beauty, originality and diversity of values for posterity. What is more, China, along with India, Egypt and Mesopotamia, is the oldest civilization in the world, whose age exceeds 5 thousand years. The culture of China is distinguished by the richness of its material and spiritual values, which have not changed for thousands of years. Despite the influence from outside and conquest, the culture of China retained its uniqueness and originality.

Many of mankind's achievements are rooted in Chinese civilization. China became the birthplace of gunpowder and paper. It is from here that the Great Silk Road originates, which was a kind of connecting bridge between the East and West. It was used to bring paper, silk, gunpowder, precious stones, and oriental spices from China to Europe. The Great Silk Road played a huge role in the formation of the culture of China, since Buddhism, one of the main religions of Chinese civilization, came to China through it.

The Chinese philosophy has created an original idea of man and the world as consonant realities. Over the course of many centuries, Confucianism, Taoism and Buddhism gradually converged with each other, and each of the doctrines found its place in the Chinese system of religious syncretism.

Thus, harmony, the cult of ancestors, worldly wisdom and the search for the meaning of human existence simultaneously coexist in the basis of the modern philosophical and religious culture of China.

The greatest authority in the French enlightenment movement, Voltaire, was undoubtedly a follower of rationalism, a general in the army of atheists; he glorified the Chinese culture, considered it pre-biblical and extra-biblical culture. In China, he discovered a new moral and material world. He even believed that the human mind could not think of anything more majestic and beautiful than the culture of China.

In 1769, in his "Voyages d'un philosophe" Pierre Poivre said that if the laws of China had become the laws of all nations, the globe would have turned into a flourishing and brilliant world. In 1773, in his "System of Societies" Holbach developed the relationship between politics and morality and intensely praised China, taking it as the best political model. Leibniz in 1697 wrote the book "New China", where he defended the need for the development of cultural ties between the East and West, believing that in terms of practical philosophy, China is much superior to Europe. The evidence presented above leads us to the discovery of the historical fact that dialectical materialism is in fact interconnected with European philosophy of the 18th century, and European philosophy of the 18th century has a connection with the Chinese philosophy. In other words, the Chinese philosophy, having come to Europe, was directly reflected, on the one hand, in French materialist philosophy, and on the other, in German idealist dialectics.

2. Research Outcomes

For more than 5,000 years of historical development of all the nation-states of China, an indicator of the brilliant Chinese civilization and a single multinational state was the demonstration of amazing diligence and wisdom. Chinese civilization has a

unique extent, comprehensiveness and territoriality. In the course of a long-term development and evolution, for many years people have been diligently learning from other nations while retaining their positive and useful qualities. They also manifested their own strengths and abilities, contributing to human civilization. Relations and interdependence between different countries of the world have been constantly deepening recently. The joint efforts towards the development of all the countries of the world are being realized.

More and more people are given the opportunity to share the results of development, peace and stability actions around the world with a hope that their projects will receive a solid foundation and effective support, and the development of all countries of the world will become long lasting and sustainable. Therefore, China has consistently pursued a win-win strategy of openness, characterized by mutual benefit, upholding the unity of its own interests and the common interests of all humanity.

In striving for its own development, the country makes efforts to achieve a favorable interaction between its own development process and the development process of other countries, and also promotes the joint development of all countries and regions of the world. China sincerely hopes to achieve the goal of common prosperity and development by working hand in hand with other countries. Such an influence of Chinese culture and philosophy could not but arouse the interest of Europeans in the traditions, life and language of China.

According to A. Reformatsky there is not a single language on earth in which the vocabulary would be limited only to its original words. In every language there are also borrowed, foreign words. In different languages and at different periods of their development, the percentage of these "not their own" words varies. [9.139].

Today, English ranks first among the sources of new borrowings. Borrowings of Anglo-Americanisms are considered one of the most striking features of the modern development of languages, since they are actively involved in the process of linguistic borrowing, and it is these words that prevail in modern Chinese over other borrowings. A large number of lexical borrowings appear in the language to denote new realities or concepts. Foreign borrowings enrich and replenish the lexical composition of the language, since they either more accurately express the meanings of words, or correspond to the principle of language economy.

At present, the Chinese language has a significant number of Anglo-Americanisms in various areas of life. Anglo-Americanisms can be classified according to various criteria: by origin (source language), by form, by semantics (meaning) and by use [13]. The development of all languages occurs according to their internal objective laws.

However, there are also subjective extralinguistic factors, for example, contacts between countries that allow them to share their experience with each other, exchange various achievements in the field of economics, science and technology, cultural values, and thereby contribute to the emergence of the new borrowed vocabulary in the languages. Borrowing is widespread in the field of culture and entertainment. This situation facilitates the emergence of borrowings, in particular Anglicisms, in the Chinese language, and no administrative measures can influence their penetration into the language. In our opinion, in the near future, English will continue to occupy a leading position and retain the status of an international language.

Other reasons for the growth in the number of borrowings are the mass emigration of Chinese to the United States, Canada and Western European countries after the end of World War II and the formation of the PRC in 1949. The last two waves of infiltrations rose after the start of the PRC's "policy of reforms and openness to the outside world" accompanied by the mass sending of Chinese students, graduate students and scientists to Western countries for study and internships.

Furthermore, the same important are the ever-widening inter-ethnic, including linguistic, contacts against the backdrop of increasing globalization of the modern world, as well as interpenetration through the media, the Internet, advertising, business, tourism, student, scientific, technical, digital, cultural, sports and other exchanges.

The rise of China's influence on the international arena stimulated the development of Chinese cultural centers around the world since the mid-2000s. During last decade, the Confucius Institute expanded to 34 new countries with 116 new institutes. By the end of 2021, a total of 550 Confucius Institutes and 1,193 Confucius Classrooms were established in the world. The mission of the Confucius Institutes is to promote the understanding of China and Chinese culture around the world, and develop China's friendly relations with other countries. Education at the Confucius Institutes will be focused on the specifics of cooperation with China.

The above-mentioned political, economic, scientific and human factors brought Chinese words into the European languages. Borrowed words, accepted by the language, are used along with native words and act as ordinary, "neutral" words. But, while certain borrowings remain neologisms, they bear the imprint of unusualness, exoticism.

Since all borrowings from the Chinese language, which has only a hieroglyphic variant in the donor language, are written in the recipient language in Latin script, they are a priori already partially assimilated graphically. At the same time, about a third of all the words so far are made out of more than one graphic option. One of the main reasons for the graphic variability of borrowed Chinese words in English, French and other European languages is the use of different romanization systems when transcribing such borrowings.

However, the transition of Western countries to the Chinese romanized system of transcribed writing caused even more difficulties, since, firstly, these writing systems are very different from each other, and, secondly, they do not cover dialect borrowings. Ordinarily, graphic variability also appears as a product of the development of a word in the receiving language due to the indirect nature of borrowing, the phonetic features of the donor and recipient languages, as well as due to the distortion of the original form of the word during transcription and writing [1. 115]. But this does not apply to all borrowed phonetic features.

A bright example of this is the word *tea* which means the tea plant, its dried leaves and the drink obtained by pouring hot water on the dried leaves of the tea plant. The English word *tea* is believed to be derived from "t'e", i.e. tea in the Min Chinese dialect, which was spoken by the Chinese in the port of Xiamen, from where the first shipments of Chinese tea came to the UK. Another typical example of this discrepancy is the currency of China in the forms "yuan" and the abbreviation of the Chinese currency "CNY".

Many researchers claim that some Chinese words have become firmly established in the English language system and are not perceived as borrowed. However, upon closer examination, the foreign language origin of most of them is

easily detected. This phenomenon is due to many reasons. The entry of these units into the language occurred during the period of developed writing, which affected the preservation of the sound shell of the word.

For example, the word *ketchup* is thought by many a native Western word describing the product of Western civilization, although initially it was just the name of a variety of sauce popular in southern China.

There's a spot of ketchup on the tablecloth. (Eng)

Il est allergique au lactose, au gluten et au ketchup. *(Fr)*

De serveras varma och konsumeras med ketchup eller chutney, som mynta, koriander eller tamarind. (Swed)

Занадто багато кетчупу може зіпсувати картоплю фрі. (Ukr)

We should note that there are two different assessments of the dynamics and statistics of the process of penetration of the Chinese language into English. One assessment is given by English researchers, the other by Chinese ones. The former believe that borrowings from Chinese into English are small in number and are limited exclusively to words mainly from the sphere of cooking, clothing, art, history and politics. However, such borrowings recorded by the Oxford English Dictionary total 259 words [Oxford English Dictionary 1989]. The Chinese language, as follows from the study of the array of this dictionary carried out in historiography, is the second largest among borrowings into English from East Asian languages. The first place, according to the materials of this dictionary, is taken by the Japanese language (366 words), the third - Korean (11 words). However, this array is predominantly passive, since most of these words are not known to the general population of the English-speaking world.

An analysis of not only academic dictionaries and scientific articles, but also the practice of actively using Chinese words in living English shows that in reality their number is lower and does not exceed 100 words. But even this figure does not mean that all Chinese words that have come into English are common and widely used in everyday speech [1. 96].

As examples of such borrowed original words and concepts that are used without perceiving them as borrowings from the Chinese language, researchers usually cite "*kotow*" "to humiliate", "to make one crawl", "to be servile":

Emulating pre-Communist practices, younger doctors would kowtow three times before their elders to become disciples and learn directly from them. [4]

Somewhat more widely used is the verb "*to shanghai*", derived from the Chinese geographical name of the largest Chinese city of Shanghai, which has received in modern English the expansive meaning "to subdue one's will by deceit"

They specialized in drugging and robbing sailors, sometimes arranging for them to be shanghaied aboard tramp boats.

Brady shanghaied her into his Jaguar and roared off. (ibid.)

Anglo-Saxon researchers often emphasize that even over the 40-year period of the PRC's policy of reforms and openness to the outside world, little has changed in the issue of borrowing Chinese words into English, and Western researchers do not see the prospects for expanding this phenomenon. Characteristic in this sense is the title of one of the widely cited articles on this issue, which is called: "Why so little Chinese in English?" [5].

Researchers of this process in the PRC adhere to a different, or rather diametrically opposite, point of view. The latter polemicize this bilateral process of the

interpenetration of English and Chinese languages and, as a mirror reaction to at least 140 actively used English words recorded in Chinese and fixed in Chinese dictionaries, and an even greater number of abbreviations derived from English, seek not only to defend parity in this process, but also to become a leader in this peculiarly understandable linguistic race.

In their opinion, despite the fact that Chinese words make up a proportionally small part of borrowings into modern English, they call 1000-1300 units of such borrowings statistically supported.

Based on English-language sources, our selection of an array of Chinese loanwords that have become entrenched in English has shown that only about 100 words with Chinese roots have become entrenched in the recipient language. If we take into account, the previously representative array of 140 words and 284 abbreviations of English origin in Chinese [2. 17], then we can state with full confidence that the Chinese language has absorbed a significantly larger number of English words than the English language of Chinese. We should say that when analyzing the array of English borrowings into Chinese, we did not take into account the names of chemical elements, units of measurement in physics, drug names, derivatives of proper names, technical, computer, financial and other terms.

Similarly, we did not take into account those terms from the history, culture and art of China, which, according to Chinese researchers, must necessarily take root in the English language, but are only optionally used and only in specialized literature.

As for the ways of borrowing Chinese words into English, they are typical like for other languages: transliteration; semantic translation; mixed forms of borrowing. The brightest examples of these borrowing methods are as follows: phonetic borrowings: *Confucius, kungfu, gongfu, mahjong, sampan;* semantic borrowings: *acupuncture*, *chinaware, chopsticks, firecracker, silkworm;* mixed forms of borrowing*: tofu, Beijing opera, tung oil, maoist, suona horn.*

The word *"chin-chin"* in French dates back to the time of Napoleon III. Even in France, soldiers who made a trip to China under the emperor explained that the Chinese drank, exchanging chin-chin. In this case, they weren't actually saying "chin-chin" as it's pronounced in French, but "ching-ching" or "please."

If we systematize borrowings according to a semantic feature, we can state that the recipient language includes those words that reveal specific types or elements of objects and the objects, which are not used for designation in this language. Thus, the newly formed English (French, Dutch, etc.) words that entered it from the Chinese language can be divided into possible categories: plants, food, philosophy, politics.

Let's consider the features of the meaning and use of a few phytonyms borrowed from the Chinese language, their word-formation potential, the formation of phraseological units based on sinicisms. All these facts testify to the degree of assimilation of a foreign word in the language system. Phytonyms borrowed from the Chinese language have a different degree of assimilation in European languages: the highest degree of assimilation is for the word "tea", the lowest is for "lychee" and "mango" [3.98].

The thematic group of sinisms denoting plants is small. Most of the words entered it in the last few decades. They have different degree of adaptation in the European languages, it depends on the frequency of use of the word and the time of its borrowing. The words that are included in this group are mainly called fruit plants,

thus this group is closely related to the thematic group "food". The word *апельсин* loaned from Dutch *appelsien*, which, together with German *Apfelsine* comes from the French *pomme de Sine* and means *Chinese apple*. Orange was brought by the Portuguese from China in the 15th-16th centuries. This is an indirect borrowing, the Chinese is the second part of the word -sin, which comes from the name of the ancient Chinese dynasty, symbolizing China in many languages:

In Urzelina sind bis heute mehrere Villen erhalten, deren Bau im 19. Jahrhundert durch den Export von Apfelsinen finanziert wurde. (Ger.)

Voor die cocktail zijn twee appelsienen, een wortel en een stukje gember nodig. (Dutch)

Наша планета похожа на апельсин, кожура которого практически не прикреплена к сердцевине и способна двигаться. (Rus.)

Uzzini kāda ir kaloriju uzturvērtība (kcal), cik olbaltumvielas, proteīni, tauki saturs, un citi elementi šajā produktā. (Latv.)

Ginseng is the root of plants that has been used in traditional medicine over centuries.

Ginseng (Fr., Ger., Dutch, Swed.), Żeń-szeń (Pol.), женшен (Bolg), женьшень (Rus., Ukr.)

Other phytonyms-sinisms (*star anise, kumquat, lychee, mango, chumiza*) have a low degree of mastering in European languages both in lexical and grammatical terms, some of them are absent in explanatory dictionaries, they have a weak derivational activity.

Ping-pong is also one of the Chinese borrowings which can be found everywhere. Nevertheless, the most probable hypothesis of this compound word would be an onomatopoeia derived from the sound of the ball which appeared in 1884 in the Far East, from "ping", sound of the impact of the ball against the racket, and "pong", noise rebound on the table. The term later became a registered trademark by John Jacques of Croydon.

According to some Western researchers, when Europeans and Americans began to widely use traditional Chinese dishes, the Chinese names of the latter simply "introduced" into the recipient languages [Cannon 1988], that is, into English and other European languages:

Pekin duck, bok choy, Chinese dumplings, chow fan, chow mein, chop suey, dim sum, soy sauce, spring rolls, wonton, etc. (Eng.)

Canard laqué, bok choy, dumplings chinois, chow fan, chow mein, chop suey, dim sum, sauce soja, nems, wonton, etc. (Fr.)

Качка по-пекінськи, бок-чой, китайські пельмені, чау-фан, чау-мейн, чоп-суй, дім-сам, соєвий соус, спринг-рол, вонтон тощо. (Ukr.)

These names are presented, however, in a somewhat distorted form, since, as a rule, such words are not the exact name of dishes, but only indicate the type of dish.

3. Conclusions
Summarizing the consideration of the structure and dynamics of the process of penetration of Chinese words into the European languages, we focus on the slow but steadily ongoing introduction and consolidation in the borrowings from the Chinese language in the form of words and set expressions. Further development of ties between Western countries and China will continue to lead to an unpredictable but inevitable

expansion of the array of such Chinese words and expressions on the European continent. If we compare the lexical content of this process in a historical retrospective with current trends, then it is noteworthy that it is the unfilled lexical and phraseological gaps that are the direction of attraction of new words, phrases and concepts.

Since the Chinese language and its dialects do not belong to the languages of the Indo-European family, they have nothing in common with them in the formation of word roots, inflections, etc. The culture of native speakers of Chinese and its dialects is very different from the culture of the West, most of the realities have no historical and cultural retrospective of points of contact, therefore it is often difficult to find any suitable equivalent in the language that receives the word, which necessitates direct phonetic borrowings.

For the most part, they retain a foreign appearance in pronunciation, only partially assimilate semantically, being strongly associated with the language of the source country.

Nevertheless, this process is no longer going at the same pace as over the previous two centuries, since the main historically and culturally demanded words and concepts gradually penetrated from the Chinese language into Germanic, Roman and Slavic languages and, despite their "foreignness" and phonetic unconventionality, organically entered into English, which in this complex process has shown its high versatility and susceptibility.

At the same time, the above assessments of the trends in this process do not at all exclude the possibility that new areas of multifaceted interaction between the Chinese and European societies are not able to surprise with new borrowings, when or if it is relevant and in demand.

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5.2 THE PROBLEM OF ACCENT DISCRIMINATION IN GREAT BRITAIN AND FRANCE

Slobozhenko R.A., Senior Lecturer of the Foreign Languages and Translation Department, National Aviation University, Kyiv, Ukraine
Melnyk Y.Y., Ph.D. in Pedagogy, Associate Professor, Associate Professor of the Foreign Languages and Translation Department, National Aviation University, Kyiv, Ukraine

Abstract. *The article deals with the issue of accent discrimination – the focus on prejudice against regional accents. It has been noted that lack of regional lexicon is one of the main reasons as to why 'accentism' is still going strong. It has been articulated that the reasons for glottophobia are hegemony of the monolingualism in France and class divisions in Britain that can lead to a skewed view of the world. Examples of accent bias are given. It has been found that there is currently no legislation to protect someone from accent discrimination. It has been studied that 'Received Pronunciation' or the 'Queen's English' in Britain and standardized French in France seem to sound 'very intelligent' and it is a wide held view. It is being identified that academic institutions still support the idea of a single language model and accent prejudice. It has been concluded that in multicultural and multilingual Britain and France the solution is reasonable accommodation. It is required that the speaker is to make themselves understood whatever accent they choose.*

1. Introduction

It is common knowledge that language is a natural and effective tool for integrating people into society. At the same time, unfortunately, it can turn into a weapon for the domination of some people over others. Since languages are present everywhere in the social dimension and since everything social is in one way or another linguistic, languages are effectively used both as tools of influence on the social, on the lives of members of society, and as filtering tools that can give preference to certain groups of the population, discriminating against others, rejecting certain people and groups of people to influence something.

'It is impossible for an Englishman to open his mouth without making some other Englishman despise him,' George Bernard Shaw wrote in the preface to Pygmalion in 1913. There is a hierarchy of accents in Britain which has changed little over the years. The accents of Britain's highest classes are seen as neutral, 'accentless' and correct, while others are seen as divergent or inferior and are often stigmatized. As such, those who have "non-standard" accents are seen as legitimate and admissible targets for comment and judgement. They are also saddled with an apparent responsibility to change how they sound [1].

For example, in France, access to political, economic and cultural influence is determined by the use of the French language, other languages are excluded, while only a certain variant of the French language is recognized [2].

Therefore, the accent and lexical features of a person's speech can become the reasons for discrimination. 30 million French people speak with a regional accent, and this linguistic feature, which could be considered trivial, is often the subject of ridicule

and prevents some people from accessing work, education and even housing. To define this type of discrimination, Philippe Blanchet, a French researcher and teacher of sociolinguistics, proposed the term 'glottophobia', formed like the words 'xenophobia', 'homophobia', 'Islamophobia', etc. [3].

Glottophobia can be defined as discrimination against a person because of the way they speak a language or a variety of language, so the term glottophobia is mainly used to refer to discrimination based on accent; in scientific literature in English, this phenomenon is called 'accentism' [4]. Dr Alexander Baratta from the University of Manchester spoke of 'accentism', where people are discriminated against because of how they speak, and likened it to racism. In a study, he asked people why they changed their accents and how it made them feel. A third of those questioned said they were 'ashamed' about flattening out their accents. But what was the alternative? We all want to get ahead; for the most part, the best way to do that is to 'fit in'. Still, there is a price, the professor says. Facing the world with a voice that is not your own can undermine your sense of being [5].

Glottophobia is contempt, hatred, aggression, rejection of people in connection with their use of language forms that are considered inferior, inferior or incorrect [6]. Glottophobia manifests itself in behavior that can range from simple mockery, unpleasant and humiliating remarks to actual discrimination in employment or other vital situations. One of its consequences is a feeling of insecurity in those who have become its victim: a destabilizing sense of not meeting the expectations of owning the codes, of not being able to say how it should be. In glottophobia, it is not languages that are discriminated against, but people: by mocking the manner of speech, they humiliate persons who speak differently and the social identity with which they are associated.

2. Research Outcomes

Research by Queen Mary University of London (QMUL) looked at how a person's accent could affect their opportunities and life outcomes, and found that there is an "enduring hierarchy of accents" in the UK. The research found that people over the age of 40 were more likely to judge a job candidate as less employable if they spoke with a regional working class accent. It was a different picture when it came to lawyers and legal professionals however, as they were seen to have a more nuanced approach, and were able to judge candidates based on what they said, rather than how they said it [7].

As part of a Tonight programme investigating whether social stigma and snobbery still exist towards regional accents, an exclusive poll reveals that more than a quarter of Britons feel they have been discriminated against because of the way they speak. The most upsetting moment for me making this film was when some Middlesbrough children confessed to me that they were ashamed of their accents.

Shockingly, they told me they believed their accents would affect their life chances – for the worse. 'We sound right scruffy like,' said young one boy in his football kit. 'Not like you: posh. We won't be able to get proper jobs,' he told me [8].

Glottophobia is not as widespread as discrimination based on skin color, gender, sexual preference, religion, social origin, place of residence, but it is well documented, especially in those areas where language plays an important role [4]. The results of an Ifop study published in 2020 indicate that 16% of French people (more than 10 million people) have been discriminated against because of their accent when

hiring. Glottophobia when hiring applies to all socio-professional categories and manifests itself, in particular, in professions where public speaking is a necessity (announcer, TV presenter, actor, journalist, hostess, call center operators, sales representatives). UCL reports; 'Research shows that 28% of the UK population feel that they have been discriminated against due to their regional accent, while 80% of employers admit to this discrimination' [9].

So, for example, no one has ever presented a newscast with an accent different from the standard, neutral accent that is considered the norm (this is the pronunciation of representatives of the top management of the capital region and large cities of the northern half of France) [10]. The Middlesbrough boys said they thought RP sounded 'very intelligent' and our research once again suggests that is a widely held view.

Our TV screens are full of RP speakers: in the media, politics and the establishment which reinforce the sense that it is still the 'proper way to speak' [8]. In journalism departments and in TV and radio newsrooms, remarks about the accent – social or regional – are a well-known phenomenon. This prompts journalists to change the way they speak in order to more fully meet the norms expected in the profession. Several seminars at journalism festivals have been devoted to this topic in recent years, and Victoria Tuayon's documentary explored the formatting of radio announcers' voices, which, in particular, implies an undisguised struggle with regional accents [11].

Last summer, I listened to Journalist Jenni Murray speak at a literary festival, where she explained that at the beginning of her career, she had to lose her Northern Barnsley accent in order to be taken seriously and get given a job. We've all heard the stories that back in the day this was de rigueur, so you couldn't get a job in the UK media if you had a regional accent. Times have however progressed slightly and we do see more diversity on the TV but there is still a lack of regional representation and strong accents. Just think about it, could you imagine somebody with a strong Northern accent being allowed to present the nationwide news? Breakfast TV? Or a political debate show? Or any highbrow show?! [9].

In addition to journalism, the most common evidence of glottophobia concerns educational professions, the field of communication, sales, as well as artistic professions. On the stage and film, actors claim that their regional accent condemns them to playing "expressive" minor roles and that any attempt to play 'serious' roles while maintaining an accent leads to ridicule or disqualification.

Just when you thought that the media couldn't fuel glottophobia any more than they already are doing, step forward a recent article by The Times entitled, 'BBC's lavish Les Misérables gives poverty a Northern accent.' To cast a little insight, the poor BBC producers were left baffled as to how they could portray the heroic lower-class protagonist Jean Valjean's peasant roots in a recent adaptation of Les Misérables. So, The Times explains that its Director Tom Shankland said: '*In Britain there are class divisions that we perceive on the basis of accents, so the simplest rule that we found was really to nod towards those rules that we have in our own divided society*.' So in short, he believes that the working-class have a Northern accent [9].

In politics, the accent can also be a drag on national-level ambitions, given that the republic's elite speak standardized French (normative Paris variant) in public institutions [4]. We all know that Lincolnshire lass Margaret Thatcher rubbed out her accent. The Telegraph once presented actual evidence that Cherie Blair had undergone

vocal coaching [12]. Similarly, in the same boat is Angela Rayner MP who was brought up on a council estate in Stockport, as she still receives abuse about her accent. On one occasion when she was receiving grief about it, Channel 4's Cathy Newman tweeted: '*Don't be fooled by her accent. Whenever I've chatted to her she's always been sharp as a pin and funny too*' [9].

So, the following trend is very clearly observed: the more prestigious the job or related to oral communication, the more respect for language norms is expected from the applicants [13]. We discovered elocution lessons are on the rise, with many seeking lessons doing so to 'soften their regional twang' which they hoped would increase their job prospects [8].

Simultaneously with the existence of an accent that ensures the sympathy of employers and social respectability (standard, neutral, 'Parisian' accent), there is also a 'gradation' in the devaluation of other accents. People with a southern accent, even if it is generally considered 'cute', are perceived as 'not very serious' people. Certain images are associated with this accent (summer, vacation, sun, pleasant moments of rest). Playing pétanque with a guy from the south is fun, but trusting him with your company's IT security is a frivolous decision...

Writing for the Radio Times, BBC Presenter Stephanie McGovern explains that she still receives abuse about her Northern accent. Originally from Middlesbrough, the Business Specialist writes; 'I've had tweets questioning whether I really did go to university because surely I would have lost my accent if I did; a letter suggesting, very politely, that I get correction therapy; and an email saying I should get back to my council estate and leave the serious work to the clever folk.' All the more disturbingly, she also says that a Senior Manager at the BBC said 'I didn't realize people like you were clever' [9].

Northern accents, in addition to frivolity, have other flaws in the eyes of people: they are ugly, rude, grotesque and associated with the image of an uneducated factory worker. The accents of the inhabitants of Franche-Comté, the miners of Picardy and the Breton peasants do not have any positive connotations and are at the lowest rungs of the hierarchy of regional accents [10, 13].

I have altered how I speak to suit situations in the past, but I would never go full Eliza Doolittle and get rid of my Liverpool accent. If a Liverpudlian child had aspirations to be a doctor, would the fact that he or she pronounced doctor as if spelt with four cs and not one be a hindrance? Before even buying the Fisher Price stethoscope, should parents take a surgical scalpel to slice out extraneous consonants and sharpen sloppy vowels [12]? Regional accents have no place at all on national television and in the national public space [14]. We know that the media is a soft power and influences change within society, and for that reason I believe that this discrimination is largely fuelled and normalized by the lack of regional accents in the media [9].

Glottophobia in France is a consequence of the hegemony of the ideology of monolingualism. Linguistic unification is the central pillar of French state-national construction. The denial of any linguistic plurality is one of the key ideological foundations of the French state, which postulates that a common language must be mastered in order to create a unified society [6].

The dominance of standardized French was formed as a result of the French Revolution and centralization. Like the country, the linguistic model was centralized with the idea that France should have only one language. This language is French, with

only one way of writing and, gradually, only one manner of pronunciation peculiar to representatives of the central government. As Alain Ray aptly observed, the republic claimed to give the right to vote to the people, linguistically it gave it to the bourgeoisie. Today's accent discrimination is the endpoint of linguistic centralization: not only must everyone speak French, but everyone must speak French equally.

Apart from geographical discrimination, social discrimination must also be kept in mind. So the contempt is twofold: because a person was born in the wrong region, and because he was born in a 'bad' social environment. Such trends create a real threat to democratic equality: discriminating against people because of their pronunciation fundamentally contradicts republican equality; it also refers to favoring the social class that is in power [10].

Calls to combat glottophobia are becoming more frequent. It is about creating a linguistic world in which languages would be adapted to people, and not people to languages, and such a world would be more humane, fairer, more hospitable [6]. In 2021, MP Christophe Euzet introduced a bill to the National Assembly to combat accent discrimination. The lawmaker claims that many French people do not feel represented because regional accents are considered undesirable in the public sphere and in the media. He wants the Criminal and Labor Codes to state that it is illegal to discriminate against someone because of an accent, just as it is illegal to discriminate against someone because of sexual orientation or the color of their skin [14].

While it is illegal under UK law to discriminate against a person based on protected characteristics such as gender, race, religion or disability, accent is not recognized in this list. Addressing these prejudices may be an uphill battle. We start to become aware of accent distinctions from a very early age, with children as young as five months demonstrating a preference for a familiar accent over an unfamiliar one. Children from three years old have shown the ability to group speakers according to regional accent distinctions.

This process of categorization lays the building blocks for the social judgements. Such judgements have nothing to do with linguistic characteristics – no English dialect is inherently better, more beautiful or more correct – but represent a form of classism. As such, accentism often reflects camouflaged prejudices. When we judge someone's characteristics based on their accent, we are not judging them on their own merit but making assumptions about their social class, education and ethnicity because of how they speak. Needless to say, these assumptions are often false [1].

3. Conclusions

Unfortunately, the school, which could be one of the main actors in the fight against the stigmatization of accents and the discrimination of people because of their accent, continues to defend a single language model and disqualify other ways of speaking French [15, 13].

Recent headlines suggest that accent prejudice (or 'accentism') is no relic of the past but continues to blight the university experience of many students. Even at northern universities, students from the north of England face commentary and ridicule for their accents [1].

So we need to be proud of our regional identities, local culture and quirks, and fight for representation to help stop Glottophobia.

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Edited by D.Sc. in Pedagogy
Nataliia Vasylyshyna

RS Global

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