

## 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 methodological 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 Zacheva 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.