

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE
"IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE"
FIL. DR. JAN-U. SANDAL INSTITUTE (NORWAY)
UNIVERSITY OF ECONOMICS IN BRATISLAVA (SLOVAKIA)
POLYTECHNIC UNIVERSITY OF THE PHILIPPINES**



**V ANNUAL CONFERENCE ON CURRENT FOREIGN
LANGUAGES TEACHING ISSUES IN HIGHER
EDUCATION**

MAY 17, 2023

CONFERENCE PROCEEDINGS

KYIV – 2023

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Сучасні тенденції викладання іноземних мов у закладах вищої освіти: Матеріали V Міжнародної науково-практичної онлайн конференції, 17 травня 2023 р. – К., 2023. – 216 с.

Збірник містить матеріали щорічної науково-практичної конференції з актуальних питань й інноваційних тенденцій викладання іноземних мов у вищих навчальних закладах. Конференція зібрала науковців з різних міст України, Іспанії і Словаччини. Матеріали конференції можуть бути цікавими та корисними для науковців, аспірантів і викладачів.

Відповідальність за достовірність фактів, цитат, власних імен та інших відомостей несуть автори публікацій

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V Annual Conference on Current Foreign Languages Teaching Issues in Higher Education: Conference Proceedings of the International Scientific and Practical Conference, 17 May 2023. – К., 2023. – 216 p.

The collection contains proceedings of the annual international scientific and practical conference on the topical issues of modern approaches and innovative tendencies in foreign languages teaching in higher education institutions. The scientists from different cities of Ukraine, Norway, Spain and Slovakia took part in the event. The conference proceedings can be interesting and useful for scientists, postgraduates and lecturers.

Responsibility for the accuracy of facts, quotations, proper names and other information are on the authors of publications

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USE OF ENGLISH NEWS IN TEACHING LISTENING

Keywords: foreign language teaching, skills, English news, teaching listening.

Introduction. In the modern methodology of teaching foreign languages, many scientists write about the need to develop the ability to understand information for future specialists. The problem of teaching listening comprehension of English news in the methodology of teaching foreign languages becomes important through the formation of listening skills and discussion of news of information messages.

Methodology. It is believed that news is a product of activities that combines tools, methods and ways of disseminating information in a particular area of public activity in order to attract attention, which broadcasts a wide range of both positive and negative information and under certain conditions can actively influence changes in socio-cultural values of society.

Observing the process, we support the idea that obtaining up-to-date information on recent events increases students' interest and motivation for understanding and improves their linguistic abilities. English for specific purposes includes specialized programs which are designed to develop the communicative use of English in a specialized field.

In the methodology difficulties in listening to a foreign language text are divided into objective and subjective. Subjective difficulties are determined by knowledge and skills, motivational factors, the level of memory development, attention and thinking. Difficulties related to the linguistic features of the text and the conditions in which its perception takes place are classified as objective.

Results and discussion. In the current conditions, the role of public and commercial news is growing, and professional methods of news creation are gaining special importance. Thus, the presentation of important facts, their confirmation, interpretation, their axiological orientation, taking into account the values of education that meet the relevant requirements and norms in a particular life situation.

News includes stories that can combine different genre forms of information: a brief overview, a report from the scene, an interview or a speech of a participant. It is important to consider the context that affects the understanding of information through the activation of knowledge and appropriate vocabulary. The text of the message may be presented by one or more persons, each of which is characterized by a different pronunciation, rate of speech, manner of presenting information.

New or useful information is transmitted in the news, so much attention is paid to teaching students to understand the information of English-language news, as they not only inform about events, but news is also a source of formation of models of social behaviour. Based on the results of a survey on the feasibility of using English-language news in English classes, we suggest using news from the first year.

Understanding news is related to the content of the information message, which is related to the knowledge of students that need to be activated and preparation for perception, which should consist of the introduction of new concepts and new lexical units.

Activity 1. Before listening to the news, try to answer questions?

1. What is Fairtrade? Where did you see this mark?
2. Do you agree with the following statement that Fairtrade creates strong relationships?

Formation of lexical skills to overcome lexical and grammatical difficulties is an important task. We use exercises that will help to improve perception.

Activity 2. Fill the blanks with the appropriate words.

- 1.... our decisions on what to buy are based on taste
2. ...to learn from each other through a constant

3. There are over 30,000 Fairtrade products on sale inworldwide in supermarkets.

4. The Fairtrade standards arethat producers and the businesses who buy their goods have to follow.

5.....that change lives for over 1.5 million farmers and workers.

Answers:

- 1 quality and price
2. exchange of information
3. more than 125 countries
4. the requirements
5. choose products

We can also use comprehension questions.

Activity 3. You will listen to the news about the Fairtrade. Answer the following questions using information from the news.

1. What are the decisions of Fairtrade?
2. Do you agree that Fairtrade coffee farmers don't work alone? Say why.
3. Do they have advantages of this system?
4. Do producer organizations receive the Fairtrade premium?

Who decides how to use the premium?

5. What can you say about other benefits of the Fairtrade?

In the system of modern television an important place is occupied by news and advertising of various consumer products, due to such features as informativeness, efficiency and relevance. One of the features is that the programs cover negative news, which psychologists and methodologists do not recommend to use in the educational process. So, it is worth listening to positive events, such as opening of different institutions, the library, the publishing house, the museum, visit to the conference, the exhibition, presentations of books or films.

Learning to perceive and understand the content of news reports requires a sufficient level of the knowledge from language learners, and it is important to remember that informational messages help in the formation of knowledge of students.

Firstly, students will start to listen to news stories that are not too difficult to understand. Eventually, when students can understand most of the words, you can

move on to more complex news. It is necessary to write down unfamiliar words and important expressions, this will help them expand their vocabulary and improve their understanding of the news. The more often students listen to news in English, the faster they will be able to understand the information and improve their listening skills.

It is important to develop students' skills to overcome linguistic difficulties that hinder the general understanding of the news. R. Vikovych suggested four groups of objective difficulties of English news, which related to the content of audiotext; the linguistic form; the compositional and semantic structure of text; the conditions of presenting English news (Vikovych, 2016).

Students should listen to news and read more positive information on topics such as education, art, lifestyle, fashion, environment. The advantage of using such news is that it does not lose its relevance and can serve as a stimulus for discussion and various types of written work after viewing. Discussing the news with colleagues can improve the ability to understand English in real situations. The use of news stories in the classroom provides skills development, accumulation of words and expressions used in media discourse, a better understanding of the content of the message of any semantic and linguistic complexity.

The variety of topics will help students improve their professional knowledge, which is necessary for future professionals and direct efforts to master the vocabulary which are widely used in the media. To write an information message, it is important to take into account the novelty, motivational and emotional value of the information. Students are offered to write short informational messages according to the topic of the events, about the opening of the publishing house, the conference, the exhibition.

To organize the process of listening training at the initial stage, the teacher can use audio messages that are posted on selected specialized sites or select texts yourself, guided by the selected criteria for selecting audio texts for training future professionals. So news is characterized by a certain specificity, it is especially important to pay close attention to the formation of students' skills to overcome difficulties. When selecting topics for the development of listening skills and

discussion of news, preference should be given to positive impact stories, the quality of perception of the message and the group's discussion of the problem.

Conclusion. As the news is characterized by a certain specificity, focus on creating a significant number of exercises to expand vocabulary and to develop skills and abilities. For the selection of audiotexts for teaching listening, we put forward such criteria as authenticity, compliance with study programs and students' interests, the presence of new information, as well as for getting information about world events that can expand vocabulary and improve knowledge of the English language.

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WORLD ENGLISHES AND THEIR HYBRIDISATION – ARE WE WITNESSING THE BIRTH OF CENTRAL-EUROPEAN YOUTH ENGLISH?

Keywords: British English, American English, variety, hybrid.

Within the context of globalisation, the English language has acquired a status of the dominant communication tool practically in all fields of human activity. This condition necessarily entails other processes which have been triggered by the rapid increase of the number of English language learners throughout the world as well as the expansion of English content in all media, social networks, and communication platforms. The extent, availability, and easy accessibility of English content not only give the consumers an opportunity to choose the preferred genre, style, or topic but

they even make it inevitable for consumers to select specific items, simultaneously rejecting the rest of them.

Such selective approach to the consumption of English content across topics and genres necessarily means that consumers are exposed to different varieties of English. Being aware of the role the media play in the process of English language learning particularly in case of young learners, the author of the article decided to explore how the first-year university students at the University of Economics in Bratislava, Slovakia, perceive the English language, what their preferences are concerning the use of a specific variety of English in case of English-language content, and how much they are aware of the differences between British and American English. The research laid stress on British and American English as they are the varieties most frequently taught at Slovak schools, and they are also most broadly represented in the English-language content consumed in Slovakia.

The presented research was approached with the assumption that the students are aware of the differences between the British and American English but do not have deeper insight into the issue. It was also hypothesised that they prefer both using American English in communication as well as consuming content in American English.

The rise of global Englishes and their influence on English language teaching (ELT) was analysed by numerous scholars, including Rose and Galloway (2019). Reviewing their work, Andrew Blair (2020) stressed that they called for a paradigm shift in ELT. Furthermore, in 2019 Galloway and Numajiri in their article examined the representation of Global English component Applied Linguistics programmes. The concept of World Englishes and the fact that it poses a challenge to ELT were being explored by Seyranyan and Westphal (2020).

English as a global language and its situation was also studied by Jenkins (2007, 2014). Seidlhofer (2001, 2013) forced the reader to re-evaluate the traditional concepts of English language instruction and assessment. The specifics of Asia's Englishes in the context of World Englishes are being examined by Kachru (2000). The ways how World Englishes impact ELT is studied by Maurais (2006) as well.

Mohr, Jansen, and Forsberg (2019) even carried out research studying the prospects of European English.

Methodology. The data on which the present research project was based were collected with help of a short online questionnaire. It was spread among the students and collected via MS Forms. The questionnaire consisted of 12 questions, both open and closed. The process of collecting data took two weeks, from January 9 to January 22, 2023. The link was sent to the first-year students on the University of Economics in Bratislava via email and they used the MS Forms platform to fill the questionnaire in and submit it anonymously.

The research sample involved 87 students, 33 (38%) of whom were students of foreign languages and intercultural communication, English being their major. The remaining 54 (62%) students were from the faculties focused on economics who are obliged to pass English courses too. The filled in questionnaires from these two groups of students were collected separately in order to examine whether the study programme with a linguistic focus correlates with better understanding of and orientation in the area of World Englishes, more specifically the area of the British and American Englishes.

The introductory section of the questionnaire focused on the variety of English the students were taught at their secondary schools, on the variety that their English teachers spoke at the secondary schools, and on the English presented by their secondary school coursebooks. The respondents were also asked to respond to the open question if they could distinguish between the British and American English and then they were prompted to give 2-3 examples of the differences. The students were encouraged to reply in a more detailed manner, evaluating their orientation and understanding of the differences between the Englishes in question. It is important to point out that the author consciously asked for the students' subjective evaluation of the situation with the intention to examine their self-reflection regarding the researched subject matter. Similarly, the respondents were asked which variety of English they used in communication. Next, there was an open question aimed at where and how the students learnt English the most, giving them tips, e.g., at the

university, at a language school, at home, from friends, on the social media, from films/TV series, etc. The following question asked if there was a person whose English - pronunciation, vocabulary, phrasing, etc. – they were trying to imitate when they communicated. These questions were followed by a set of 4 tricky tasks, each proposing a pair of model sentences accompanied by the question: Which sentence is correct? Explain why. The pairs of model sentences invariably represented a British and an American version of the same statement, both correct but featuring various types of differences (vocabulary, use of tenses, reported speech), such as: *That's the best performance I've ever seen. / That's the best performance I ever saw.*

The data collected with help of the questionnaire were then processed and evaluated using the methods of quantitative and qualitative analysis. Subsequently they were interpreted and subjected to comparative analysis too.

Results and discussion. The analysis of the collected data confirmed that a vast majority of students were learning the British English at their secondary schools. The same applied to the variety of English in their coursebooks or the variety spoken by their English teacher.

The responses to the fourth question proved that the respondents' view on their ability to distinguish British and American English was rather optimistic. None of them answered in the negative. Some students offered a simple *yes*, others admitted that they could identify some but not all the relevant differences. Among the recognisable distinctions the respondents usually mentioned pronunciation, accent, spelling, and vocabulary. Giving examples of differences, almost all students brought forward lexical units, such as, chips vs. French fries, flat vs. apartment. Some students limited themselves to a general statement that these varieties differ in pronunciation, vocabulary, or spelling, but did not provide specific examples.

Concerning the way and/or form of learning English the most, the prevailing options included watching TV series, films, social networks. Slightly less frequent options involved school, reading books, and listening to podcasts. What came as a bit of a surprise was the fact that only 3 (3.4%) respondents mentioned persons they were inspired by or who they tried to imitate.

Dealing with the pairs of model sentences, in most cases the respondents were tricked into choosing one of the alternatives as correct. Usually, they opted for the British version which they *knew was correct* or they admitted it merely *sounded better/more correct* to them. Nevertheless, there was one pair of sentences where almost half of the students stated that both sentences were correct. The distinction in question was represented by lexis:

They carried the box from the sidewalk to the elevator and went away. /They carried the box from the pavement to the lift and went away.

The results of the research demonstrated that the institutionalised language education in Slovakia mediated students the British English and students were aware of the fact. At the same time all respondents suggested they were aware of distinctions between the British and American Englishes, yet not all of them were able to give specific examples of the distinctions. Moreover, almost all examples offered by the students were related to vocabulary or pronunciation. None of the students proved awareness of the differences in grammar and in the usage of specific grammatical structures. When it came to grammar, most respondents identified the British version as correct.

On the other hand, commenting on the kind of English they spoke or their personal preference of a particular variety of English, 41% of respondents named British English, 33% chose American English, 20% did not know, and 6% chose the option *other*. The extent to which the involved students were able to provide examples of words which are typical of the American English as opposed to the British English suggests that the sources exposing students to American English are rather effective in promoting the American vocabulary and the style of expressing ideas.

Moreover, giving examples of the distinctions between the British and American Englishes, some students pointed out that the American English is more relaxed and *free*, sounds less formal to them, and that is why they prefer to use it. However, as the replies to the questions no. 9-12 demonstrated, the students' preference for American vocabulary is combined with the British grammatical

standards that gives rise to a special hybrid of Brit-American English spoken by a significant number of the Slovak university students.

Conclusion. The present study was aimed at examining the way how the first-year students of the University of Economics in Bratislava, Slovakia (aged 19-20) perceive the English language, which variety of English they prefer when communicating or consuming English-language content, and how much they are aware of the differences between British and American English. The research concentrated specifically of the British and American Englishes as they are most frequently taught at Slovak schools and young people are predominantly exposed to the English-language content mediated either in the British or in American English.

The results deriving from the analysis of the questionnaire data provide interesting insights regarding the English-speaking media which are preferred by the involved students. They prove that they expand their vocabulary especially watching TV series or films as well as using social networks. These introduce the students mainly to American vocabulary and style of communication. On the other hand the students' perception of English grammar is firmly rooted in the knowledge that they have acquired at school(s), i.e., it is rooted in the British grammatical standard. Thus, the English that almost a half of the respondents use in communication is a unique hybrid consisting of the vocabulary tending towards American English and the grammatical structure largely – though not entirely – adopted from the British English.

Thus, it can be concluded that spreading of English throughout the world as a lingua franca which entails a certain unification of the global communication space is accompanied by a reverse process running inside of the body of the English language. The reverse process appears to be an internal diversification of English that seems to be accelerating as the speakers of other languages adopt the elements of English(es) that they like/prefer/remember/etc. and adjust them to their social and cultural needs and to the relevant economic and political contexts. The present study offers just a brief outline of a problem that certainly deserves much more attention and much more extensive research in order to shed more light on the processes driving the current development of the English language.

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DEVELOPING THE FUTURE LAWYERS’ WRITING SKILLS AS ONE OF THE WAYS OF FORMATION SOFT SKILLS

Keywords: lawyer’s written speech, writing soft skills, formation of skills, professional communication.

Introduction. In addition to professional skills, soft skills are an important element of a lawyer’s professional activity and reputation in the modern world. A lawyer with developed soft skills is a professional who knows how to negotiate and persuade, who is able to effectively organize his work and think flexibly.

Soft Skills is a broad concept. In many contexts, “soft skills” are equated with such terms as “employability skills”, “people skills”, “non-professional skills”, “key skills”, “skills for social progress”, “life skills”. Soft skills are skills, abilities and characteristics that allow you to be successful in the professional field. It is clear that different types of “soft skills” are prioritized for different types of activities (Fedorenko, 2021).

The process of developing soft skills for lawyers requires self-organization and it is effective if you use not one, but several methods in combination, for example, self-study: (reading literature, participating in webinars), attending trainings, (where you can systematize information, demonstrate your knowledge), learning from someone else's experience (it is advisable to choose a mentor for yourself, from

whom you can get tips on further developing actions), performing new work tasks, in which you need to apply the developed skills.

Methodology. To achieve the goal of this work, general scientific theoretical research methods were used: study of the works of Ukrainian scientists and official legal documents; system-structural analysis – to clarify the problems and pedagogical conditions of the formation of soft skills among future lawyers; method of systematization and generalization – for forming conclusions.

Results and discussion. Writing is an essential skill for lawyers, paralegals, and other legal professionals because a unified tool for business and legal communications is gaining momentum in today's world. Nowadays, one of the main features of a lawyer is the ability to qualitatively process information, quickly work through an array of information and qualitatively form a legal position for a client or a procedural document.

This can explain why the formation of professional communication skills in written form occupies a special place in the teaching of a foreign language in a professional direction, namely: conducting business correspondence and documentation. The written form is used, first of all, when it is necessary to convey the content of the message as accurately as possible or to present complex and voluminous information for further processing. Written texts, which, unlike oral ones, often have legal force, are usually characterized by the logic and accuracy of statements (Bondarenko, 2020, p. 23).

Legal correspondence belongs to a vast and varied field of legal documents, so all requirements (technical and ethical) must be met when drafting legal correspondence.

Let us consider two stages of the formation and development of law students' writing skills. Each stage takes into account the degree of development of the students' communicative potential. For example, in the first and second years of study, the student's communicative personality is formed. Students develop interactive skills that are related to interaction tactics, individual and group communication styles.

But already at the second stage, a student of the third and fourth courses is a person who effectively operates with the knowledge of a professional subject area, and potentially effectively functions in a professional social environment. The student of the second stage is a professional communicative person with a rich outlook, activation of his cognitive processes and emotional states, which gives him the opportunity to professionally express his opinion and acquire new knowledge.

At the initial stage of training, students are offered to work with letters that simply describe the personal and professional qualities of the author. Students do not have to offer the solution of any legal problems. It can be a cover letter or acceptance letter from professor for scholarship. In these two types of letters, the leading function is the information function. It should be noted that, first of all, cover letters are needed when sending along with a resume for a desired vacancy or position, but law students may also need them in other situations. For example, to supplement the main application for a university or language courses.

The structure of the letter. When starting to work with letters, it is necessary to familiarize students with the technical and ethical requirements for legal documents, as well as with the translation of standard cliché phrases that are used at the beginning and end of almost all legal correspondence in English.

According to the rules for writing this type of letter, it should consist of certain sections: an introduction, the reason you are writing this letter, why you are interested in this position, education, experience, skills. The last paragraph contains the call-to-action and the closing sentence. To make it easier to write a letter, there are typical clichéd expressions, such as: I am writing to apply for the ... position, I've been working as a ..., etc.

Grammar of writing. After analyzing the structure of this letter, students should pay attention to the grammatical construction of sentences: when giving information about yourself and describing your qualities, you should use simple sentences with verbs in Present Simple tense; talking about the knowledge gained and previous internships, it is necessary to use Present Perfect, the use of complex sentences is allowed.

At a more advanced stage of studying legal correspondence, work begins with letters containing an analysis of the current problem that requires legal settlement. In these types of letters, the analytical and predictive functions are leading. For example, a letter of advice is written by a legal professional to a client after a face-to-face meeting or telephone conversation. At this stage, a teacher can also inspire students to write a memorandum (memo), which is intended for announcements, discussion of business processes, reporting on the work of the company, dissemination of information among employees. Memo is also used if the lawyer needs to refer the case to other lawyers from the company, where he briefly gives background information, what action have been taken and what future action must be taken.

Conclusion. As a summary, writing at two stages activates the work of students, forms speech-thinking activity, leads students into an independent written expression of their thoughts, and also forms the skills of written legal speech. In addition, the high potential of writing in the formation of professional awareness of future lawyers is observed.

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TEACHING METHODS: DEBUNKING THE MYTHS

Keywords: foreign language teaching, disbeliefs, cooperation, teaching method.

Introduction. Teaching is associated with life-long learning going through which we grab knowledge and acquire experiences becoming unshakable and taken for granted though the imposed nature of those beliefs is left behind. Foreign language teachers know well that the younger the age of the learner the better the outcome; mother tongue is not welcomed in the classroom; extended explanations of grammar are of top priority: acquiring a foreign language should be painful, hence “no pain, no gain”; materials for teaching a foreign language should be difficult enough to boost learning; cooperation while learning is for work-reluctant teachers (Renandya, Minh, & Jacobs, (2023). This article is to debunk those established myths.

Methodology includes making a review and observation with analyzing the results involved.

Results and discussion show that the most evident belief about the better ability of the younger over the older to acquire a foreign language can be traced back to the hypothesis of Lenneberg who claimed in 1967 that after puberty people lose their ability to learn a foreign language which turned out to be invalid. Recent studies prove that with the English language becoming a global language the popularity of learning it grows exponentially involving more and more people of all ages and different spheres into the process of mastering this single tongue. The older, being motivated by future prospective, tend to become as successful in acquiring a foreign language as the younger who study the language naturally.

Another belief is that the native language should not be allowed in the classroom. If the meaning of a word is not clear to the learner it is a requirement to consult a monolingual dictionary for the meaning rather than just translate it into the mother tongue. But recent studies have proved that speaking a foreign language should not replace the mother tongue but should become an additional means of communication for the foreign language learner. Moreover, it has become evident that people speaking two or three foreign languages regularly show better cognitive abilities than monolingual speakers.

Grammar at one time was considered to be the queen of a foreign language acquisition. All process of learning was centred around grammar rules with most of the lesson time devoted to long and detailed explanations, while the least time, if any, taken up to use the grammar phenomenon in speech. The students still had difficulties expressing themselves with that method. Then, the focus shifted to learning vocabulary rather than grammar where grammar was thought to be mastered along the way intuitively. Recent studies reveal arising interest in grammar translation method which hasn't been utilized for a long time. The method still proves to be successful in a foreign language acquisition process. Anyway, the issue in question is whether we study grammar for the sake of knowing the rules, or we study it as an ability to make use of it in communication and expressing ourselves. Studying grammar points in separate sentences doesn't give any outcome while using grammar samples in meaningful texts and messages will help the students in the process of communication and interaction with English-speaking people (Richards & Reppen, 2014).

Another common belief all language educators have states that the older can learn a foreign language through literal learning. All the process of learning should involve laborious and hard work. However, practice shows that with greater part of engagement and interest the process of mastering a foreign language can become as amazing as watching a film. In 2020 Park described a man who watched series "Friends" with subtitles, then without them. And after he has watched all 236 episodes he could speak English even better than those slaving at books.

The next association with language learning lies in the belief that the material selected by the teacher for teaching purposes should contain lots of unknown words and be difficult to understand giving the teacher the ability to show their competence in front of their students in hope that the more difficult the text the more unknown words the students will get to know. On the other hand it is proved that a lot of easy enough and quite comprehensible material in forms of texts, audio, video results in more fluency and accuracy. Therefore, the students benefit from a great amount of listening and reading (Nation & Waring, 2019).

Finally, teacher-fronted approach is to be debunked. The idea of teacher-fronted method is still alive with teachers thinking that teachers are supposed to speak most of the lesson time because it is the first and most important duty of the teacher to communicate their knowledge to their students. The students are thought to sit silently and listen carefully to their teacher. Those teachers who organize cooperative learning are thought to be lazy to transmit their expertise in the classroom (Hattie, 2012).

Current studies show an opposite and a more efficient approach which is called cooperative learning during which the students are organized into groups where equal participation and responsibility are taken into account. It is even more time-consuming for the teachers to prepare for such a class: to select necessary and suitable material and plan steps through which the students should go during cooperative learning while the teacher monitors all the process. Results show that the students being supported and motivated learn better during interaction in a friendly environment from their peers (Jacobs & Renandya, 2019).

Conclusion. All the results of this research urge the scholars, educators, teachers, and experts compiling teaching materials to reconsider their approach to the teaching process to dispose of wrong approaches and disbeliefs firmly planted in the brains of modern teachers. There is much more to be done in the field of debunking teachers' myths and misconceptions.

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STUDYING ENGLISH ONLINE DURING WARTIME: GOAL-PLANNING OF TECHNICAL UNIVERSITY STUDENTS

Keywords: online, wartime, technical university students, goal-planning.

Introduction. Education in time of emergency is considered a survival strategy, means of conflict resolution and one of the basic human rights (Cahill, 2010, p.12). Thus, education provides security, instills dignity, facilitates academic, professional and life skills of students (Winthrop & Mendenhall, 2006, p.2).

The outbreak of the COVID – 19 on an unprecedented scale made educational institutions implement online learning as the only option possible all over the world (UNESCO, 2022). Such rapid shift to teaching and studying remotely under pressing circumstances led to adjustments for all the stakeholders and participants of the educational process. Teachers had to create virtual environments applying the basic principles to ensure the quality of education, while self-regulation became an important issue for students considering a higher level of independence they obtained with remote education (Kustini, 2022, p. 121).

The beginning of the war in Ukraine heralded the state of complex emergency related to the atrocities of wartime in addition to the Covid-19 quarantine restrictions. Thus, students and teachers not only changed their place of living because of safety reasons, experienced limited access to the internet and resources, but had to adjust to more flexible modes of learning (Lavrysh et al., 2022, p. 4). Having some experience of studying online during the Covid-19 quarantine, university students had to consider new realities after the beginning of the war in February 2022. Frequent power outages and air alerts interrupted online synchronous lessons, made them unavailable, therefore students had to choose either the asynchronous mode or individual schedules.

Self-regulation, which is the ability of learners to take control of their own learning, is especially important in the times of transforming education, as it includes learners' awareness of environment setting, goal planning, time management, assistance seeking, task strategies and self-evaluation (Kustini, 2022, p. 121). Self-regulated learning is considered to have an impact on student academic achievement that is why it is important for teachers to encourage its development (Zimmerman, 1990, p. 7). Goal-planning is one of the components of self-regulated learning which indicates capability of students' autonomy. The aim of the study, based on a survey and observation, is to reveal technical university students' ability to set goals considering the peculiarities of studying online during wartime.

Methodology. This study investigates technical university students' ability to set goals for their English language course learning remotely during wartime.

A qualitative method was employed to collect and analyse the responses of 135 bachelor students of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, who participated voluntarily. Bachelor students shared their expectations of the English course in the middle of the academic year. First and second-year students study General English, third and fourth year students focus on ESP. Bachelor students of the first year of study (N=57) shared their plans for the second semester of the course “Foreign Language”. Bachelor students of the third and fourth year of study (N=78) wrote about their expectations of the next semester of the course “English Language for Professional Purposes”. The results of observation and oral feedback of students during the online lessons were also included. The students responded to the prompts about their expectations regarding the English course, they also provided explanations justifying their answers.

Results and Discussion. Overall, first-year students were positive about their future experience, they wrote about working hard to achieve the best results possible at the end of the year, upgrading their English in order not just get enough points to improve their overall rating, but to “have a better life using English”. It is in line with the results of another research, which proved that most students expressed agreement with the importance of education (Ameridze et al., 2022, p. 53). Students were also sure that language proficiency is important in cross-cultural communication as some of them experienced living and studying in other countries during wartime in Ukraine (Ameridze et al., 2022, p. 53).

Some first-year students, having part-time jobs, wrote about using better English “with clients and bosses”, “formulating their thoughts”, learning how “to think in English”, understanding professional vocabulary. On the one hand, students would like to have “easy tasks”, play games, experience “positive emotions” and have fun in their English class. On the other, they understand that “hard tasks” may help them to improve their English language proficiency and demonstrate that understanding by stating that they “need to work”, they “could do a good job”, “have a lot of responsibility”. Remarkably, students emphasized the importance of having clear goals to keep them “motivated and focused”. Having experienced technical

problems and constant air alerts in the previous semester, about 20 percent of students mentioned them as possible obstacles to reaching their goals at the end of the year. Some indicated asynchronous lessons as not sufficient substitution of synchronous ones due to limited opportunities to develop communicative skills. Similarly, in addition to lack of instant communication, students listed such problems as time management, deadlines in another research (Ameridze et al., 2022, p. 57).

Bachelor students of the third and fourth year of study aimed to improving their overall language proficiency, at the same time focusing on their professional interests, “vocabulary that is specific to physics and mathematics”. Practically all the students aimed at improving their communication skills by practicing speaking first of all, which is necessary to “get their dream job”, to become more confident and “get rid of the fear to speak”. Some mentioned revision of the material they already know, exam preparation, a single entrance exam in a foreign language (EMI) to enter the master’s program in particular.

Some third- and fourth-year bachelor students expected the course to be a nice break from other subjects, to be “fun and interesting”, some wrote about the importance of self-study mentioning that one English lesson per week was not enough. There were also plans of “not failing this course”, getting the minimum number of points “to close the subject” in order to focus on their specialty courses or writing their diploma paper. Students were mostly optimistic about their plans, although 10 percent mentioned possible problems related to wartime. One student expressed these concerns by the following comment, “I. Want. To survive”, another described online studying during wartime as exhausting because of the problems with “electricity and safety”. Indeed, more than half of teachers from different countries, who took part in another survey, reported that students’ progress was slower because of the Covid-19 disruption, while about half of students confessed that it was more difficult for them to check their progress (UNESCO, 2022, p. 15). However, in general technical university students were mostly positive about continuing studying during wartime in Ukraine which differs from another research when satisfied and disappointed students were practically equally divided (Ameridze et al., 2022, p.53).

Conclusion. University technical students demonstrated their ability to plan their goals studying English online despite hardships of the wartime in Ukraine and were mostly optimistic about achieving them. First-year students mentioned technical problems and air alerts more often than third- and fourth-year students, which could be explained by their limited experience of studying at a university. While first-year students aim at improving their communicative skills and academic achievements, third- and fourth-year students focus on exam preparation and using English for professional purposes.

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ICT TECHNOLOGIES IN TEACHING FOREIGN LANGUAGE

Abstract. At the present stage of education development, higher schools face the task of improving the quality of training, which with the introduction of new state educational standards (both for undergraduate and graduate) is associated with the prospect of implementing a technological approach to learning, science-based new pedagogical and information technologies. In this regard, **the aim** of the research is to highlight the problem of finding the optimal didactic abilities of modern information technologies used for improving the training specialists’ system in the field of foreign languages teaching. The article reveals the main components of the modern technologies system use in foreign languages teaching.

Keywords: foreign language teaching, multimedia technology, online platform, university education.

Teachers have been using computers in the MFL classroom for over 20 years. The boom period began in the early 1980s with the advent of the microcomputer, which opened up an exciting new range of learning opportunities (O’Brien & Hegelheimer, 2007). Nowadays various foreign language teaching materials are designed through multimedia environments. Teachers can enhance the presentation of new information or learning activities by introducing multimedia components. Students can see and hear material relating to the learning objectives, as well as

reading texts or listening to the teacher. The main difference between early computer programs and language lab drills was that response analysis and branching were introduced into the above sequence, thus making it possible for interaction to take place between the learner and machine without the intervention of the teacher (Jones, 1986). The novelty value of the interaction soon wore off, however, and software designers began to look around for more interesting ways of using the computer. The considerable learning opportunities that computers offer were not fully exploited in the early days. It was therefore easy to dismiss computers as “drill-and-kill” machines. But new ideas were forthcoming listed a growing variety of computer assisted language learning (CALL) programs. Computers could do more than offer automated gap filling and multiple-choices exercises. The following list – dating back to the 1980s – is by no means exhaustive:

- Re-ordering exercises – e.g. line and paragraph reordering;
- Text manipulation – including the innovative total deletion exercise;
- Word games;
- Action mazes;
- Reading comprehension exercises – including timed reading;
- Listening exercises;
- Building a personal database, e.g. vocabulary, grammar;
- Email activities.

There is no more doubt that the use of ICT has positive effects on foreign language teaching/learning and a lot of literature is available on this topic; however, its impact is highly dependent on the way it is used, the teachers’ motivation and his “savoir-faire”. Indeed, technologic equipment and connectivity without human implication is not sufficient to improve teaching and learning; to be considered as an efficient tool, ICT requires an actual engagement of the teacher and a well-defined pedagogic project.

In spite of contrasts that may exist in terms of educational environment, there is significant evidence of the benefits and advantages that the use of ICT can have on

learners. The effective use of ICT impacts on learners and various aspects of the learning process as follows:

- ICT increases learners' motivation and thus enhances personal commitment and engagement;
- ICT improves independent learning;
- Learners' collaboration and communication are more important;
- Learners' attainment and outcomes are improved.

A multimedia-language center requires not only a deep human involvement but also technical support since teachers make use of:

- Audio and video recordings/editing tools;
- Software packages;
- The Internet;
- Virtual worlds;
- Data-show.

Conclusions. Training is an ongoing process, requiring regular updates. Online training is playing an increasingly important role, but practical aspects of training can be delivered better in face-to face workshops (Jones & Fortescue, 1987). A judicious mix of online and face-to-face training is therefore desirable. Online training works best when there is substantial peer group and tutor support. The technology for delivering online training must be robust, the user interface must be transparent, and hardware must be easily accessible to trainees. Content must be relevant and consist of a mix of theory and practical aspects. Trainees need adequate time to complete assignments set by tutors, and tutors need time to mark them. The needs of the students have to be borne in mind when setting up an online course; it is for their benefit, not for the benefit of educational administrators. Training is not cheap, but it is more expensive in the long term not to invest in training.

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ESP MULTIMODAL SETTING IN DEVELOPING TECHNICAL STUDENTS' MULTIMODAL COMMUNICATIVE COMPETENCE

Keywords: English for Specific Purposes, multimodal communicative competence, multimodal resources, technical students.

Introduction. The multimodal landscape of modern English for Specific Purposes (ESP) educational process, which, to certain extent, has been formed under the influence of the COVID 19 era, presupposes exploiting new multimodal learning resources, such as websites, podcasts, video materials (Fedorenko et al., 2021; Kolomiiets et al., 2021; Lee, McLoughlin & Chan, 2008; Liu, 2016), applying to both listening and viewing. These multimodal learning resources are aimed at developing students' multimodal comprehension skills. ESP students must be trained to understand and interpret situations in which both linguistic and non-linguistic features (gestures, facial expressions, intonation, verbal stress, pauses, etc.) interact with each other to create meaningful messages.

In multimodal settings, ESP students have access to audio and visual semiotic meaning in natural settings (Royce & Bowcher, 2007) to deal with the problem area of improvisation. They also have the ability to access sophisticated and easy-to-use applications to create customized situational contexts and authored speech interactions to suit their specific needs. Therefore, the development of multimodal communicative competence should now be at the forefront of ESP.

The significance of the findings can redound to modernizing the ESP educational process based on adequate integration of multimodal resources. The data collected can be exploited in further research into the issue of increasing the motivation of non-philological students to learn English for professional use.

Methodology. The study was a mixed methods research. It had a descriptive cross-sectional quantitative-based (questionnaire) and qualitative-based (observation of the participants in the educational process; comparison and generalization of pedagogical experience on the problem under research; analysis of the data collected in a statistically valid manner) design.

Participants

The study during the 2021-2022 academic year covered 168 third-year undergraduate students of the Institute of Energy Saving and Energy Management, Faculty of Instrumentation Engineering and Faculty of Informatics and Computer Science of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. All the participants gave their informed consent.

Research Instruments

To study the possibilities of a multimodal learning environment, we chose classes of English for Specific Purposes.

A Likert scale questionnaire (an adapted version of the Questionnaire on Learner Use of Technology by Das and Mishra (2016) was emailed to the students to be completed at their convenience. The questions were as follows:

In your studies, how useful do you think it would be to:

– use the Web to share digital files related to your course (e.g., sharing photos, audio files, movies, digital documents, websites, etc.)?

- use an ePortfolio system to record your achievements?
- design and build Web pages as part of your course?
- create and present multimedia shows as part of your course requirements (e.g., PowerPoint)?
- create and present audio/video as part of your use of a social networking platform (e.g., Facebook) on the Web to communicate/ collaborate with other students on the course?
- use microblogging (such as Twitter) to share information about class-related activities?
- keep your own blog as part of your course requirements?

The questionnaire mentioned above was aimed at coming up with the efficient pedagogical techniques for creating a multimodal learning environment in the online classes of ESP. That environment was favorable for the development of students' multimodal communicative competence.

Results and discussion. We used the Likert scale for the questionnaire, in which the students expressed their vision of the importance of different multimodal resources in the educational process from strongly agree, neither agree nor disagree up to disagree strongly. The respondents showed virtual unanimity in their strong agreement with all the points of the questionnaire. We consider English classes “as an ongoing process of identity-building and personality transformation where feelings, values, etc., are of great significance” (Fedorenko, 2018, p. 29).

The results obtained are in good agreement with other studies (Dooly & Hauck, 2012; Fedorenko et al., 2021; Plastina, 2013; Prior, 2013) which have shown that assignments based on multimodal resources instruction can substantially enhance the quality and efficiency of the educational process of ESP. Additionally, the research suggests that emotions also have a particular impact on students' motivation to learn ESP. This is justified by the findings of Boekaerts and Pekrun (2015), providing data on how the students' self-efficacy beliefs develop by increasing the positive interpretations of different sociocultural situations.

Nevertheless, we must acknowledge some limitations in the research. Firstly, the study did not show a more comprehensive picture of improving the students' communicative competence as the research period was relatively short. Implementing this study during more extended period would also be beneficial. Secondly, the study was limited to instructing third-year undergraduate technical students. Hence, similar studies can be carried out in other vocational domains (e.g., medical students) and other age groups of students. Despite the limitations mentioned, the students were satisfied with performing multimodal assignments to master ESP.

Conclusion. It can be concluded that using multimodal resources in teaching ESP arouses students' interest and encourages communication. During the study, the advantages of integrating multimodal resources into teaching ESP were revealed. However, while emphasizing the advisability of integrating multimodal learning resources, the balance between entertainment content and educational one should be maintained. And it is essential to take into consideration the psychological characteristics of students and the level of their communicative competence.

The scope for further study lies in the in-depth research into forming multimodal communicative competence of technical students in the ESP educational process.

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STUDENTS’ ATTITUDE TOWARDS THE USE OF ONLINE PLATFORMS AT ENGLISH CLASSES

Keywords: distance mode, online tools, synchronous and asynchronous modes, inquiry based learning, independent learning.

Introduction. Educational process has been undergoing considerable changes for the last three years as face-to-face learning has been shifted to online learning. The problem has been studied thoroughly from different standpoints. Coman et al. (2020) mentioned that the main challenge for the teachers and students was lack of knowledge how to manage the educational process, engage student-teacher online interaction. Syahputri et.al (2020) pointed out the psychological effects (fatigue, headaches, other physical pain, bad time management, the feeling of isolation, and uncertainty about what the lecturer explains, demotivation and procrastination) that have been drawn by the implementation of online learning during the Covid-19 pandemic on university students. Dhawan (2020) and Heng & Sol (2020) argued that the need for online teaching caused more workloads for the teachers to study new online platforms, technologies and arrange them taking into account the appropriate assessment tools.

Choosing different online platforms for teaching English we were guided by Mozhaeva, Feshchenko, & Kulikov (2014) conclusions which include:

- interest formation and support in English learning using various forms of activity, methods of stimulation of students’ work;
- concentration on learning activity;

- interaction by means of different methods of work;
- cooperation with other students and a teacher;
- individual approach taking into account students' specific features;
- communication efficiency at the lessons and after them while exchanging some information;
- convenience of the technology.

Along with the guidelines for designing activities proposed by Saliba et al. (2013, p. 30), the use of online platforms at the classes also involves planning in advance (the sequence of the learning activities as well as the resources and supports needed); preparing the necessary resources before the activity starts; demonstrating students the learning outcomes of the activity; considering students' level of expertise in online and independent learning (the activities should be challenging and achievable with support), providing clear guidelines on what students are expected to do, how and when to submit the task; informing the students about the reason of doing the activity how it will help them achieve a learning outcome and/or on improve their skills; providing the feedback on the learners' performance.

At the same time, the significance of university students' perception on the use of online platforms was proven by many studies (Aguilar, 2020).

The objective of this study was to analyze the effectiveness of perception and attitude of university students of different years of study concerning the use of online platforms at English classes. We should be aware of our students' perceptions and challenges during distance mode of studying in order to introduce suitable activities for developing listening, reading, writing and speaking skills.

Methodology. The study was conducted at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" among the students of the Educational and Research institute of Mechanical Engineering, majoring in applied mechanics. The participants were the first-year, second-year, third-year students and fourth-year students. To obtain the data the students took part in the survey which was held using the questionnaire in Google forms.

Results and discussion. The results of the survey show that the most popular tools used at English classes are: Google Class, interactive boards (Nearpod, Wizer.me, ThingLink, Padlet), online test platforms (Classtime, Kahoot, Quizlet, Quizziz, test-english.com, etc.). The key findings from our study suggest that these online tools play an important role in the foreign language training of future specialists in applied mechanics.

To get to know it we conducted an online questionnaire. The purpose of the survey was to collect data regarding the online tools application.

The analysis of the students' answers shows that all the respondents (65) are aware of importance of using online learning technologies in the process of foreign language learning. According to the online learning technologies usage 92 % of the students have a lot of experience using them in their educational process, particularly, in the process of foreign language learning. Moreover, the results revealed that most of the students (96 %) prefer using online platforms to traditional learning methods during foreign language training process.

The students have been engaged in online learning in synchronous and asynchronous modes. Their perception of the platforms is user friendly, expedient because of saving time, convenience, quick access to the materials, readiness for interaction.

The use of online platforms promotes both inquiry based learning and independent learning in synchronous and asynchronous modes. The online platforms are free of charge and user-friendly platforms which provide students and, at the same time, teachers with various features that allow teacher – students interaction and collaboration. The teacher can distribute the assignment, set the submission deadline, and monitor students' progress. From the other side, students can see the assignment, submit it on time, monitor their progress.

Most of the students have answered that the integration of online platforms into the educational process:

- 1) Allows them to control the strategies and resources they use to learn, thereby their learning experience can be personalized.

2) They can study anywhere at any time. However, the application of technology alone does not make learning individualized. The formula for successful individualized instruction is an adjustable, individualized pace combined with a guided, differentiated approach to learning that accommodates students' interests and abilities.

3) They receive timely feedback when a platform indicates errors or progress. Personalized learning integrated with online platforms creates a dynamic, active learning environment where students make choices, experiment, and explore their own capabilities, and online assessment services help them understand mistakes and provide teachers with instant feedback.

The implementation of the online platforms and different interactive sites helps to demonstrate the understanding of the material, apply knowledge to specific situations.

Conclusions. Thus, the use of online tools in the process of foreign language training of future specialists in applied mechanics improves the efficiency of the educational process, encourages collaboration among students, activates students' interests in learning, provides timely feedback, stimulates cognitive activity of students and develops critical thinking.

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DIGITAL APPLICATIONS AS A TOOL OF FORMATIVE ASSESSMENT

Keywords: digital education, application, self-study, formative assessment.

Introduction. The main purpose of formative assessment is the implementation of an operational relationship between a teacher and students in the learning process. This type of assessment allows students to understand how well they perform learning tasks during the study of new material. In formative

assessment, the educational process should be structured in such a way that the student forms an assessment of himself/herself, detects his/her strengths and weaknesses, determines actions and capabilities, i.e. provides the self-esteem. In the context of formative assessment, there is a noticeable change in the relationship between a student and a teacher. This cooperation is aimed at developing in students the abilities and skills of self-assessment as an essential component of their self-study.

There are a number of assessment techniques that provide effective teacher and student feedback. Among the variety of formative assessment tools, digital tools deserve special attention. In the conditions of world globalization, the development of information technologies leads to the formation of new ways of using the Internet. Nowadays, when the goal of education is to create conditions for the maximum development of the personal potential of each student, social services, the main features of which are interactivity and socialization, can help optimize the learning process. Their advantage is that they may give a teacher not only a clear idea of how well students master the study material, but also provide an instant feedback of the obtained results.

The problems of the efficiency of digital education were investigated during the last years by many researchers, among them Aldhafeeri & Alotaibi (2022), Loewus & Molnar (2017), Lacka, Wong & Haddoud (2021) and other scientists.

Methodology. The study uses a mixture of analytical and interpretative methods to study the problem of the efficiency of education and formative assessment of its results.

Results and discussion. Let us focus on such digital tools of formative assessment as an electronic application for creating knowledge maps BubblUs and a service for creating interactive training tasks LearningApps. Among the main advantages of these electronic applications, one can highlight the fact that these services do not require downloading and installing software, everything is carried out online.

BubblUs is a knowledge mapping resource that measures how well a student has mastered a subject or topic. A knowledge map is a structurally organized network diagram of knowledge in a particular subject area. The map consists of the names of concepts placed in boxes; they are connected by lines that fix the relationship of these concepts in the direction from the general to the particular. The basis of this technique is the opposition of meaningful and mechanical assimilation of knowledge. Meaningful assimilation occurs when new knowledge, on the basis of significant (not random) connections, is consciously and purposefully correlated with the already existing ones within a certain framework structure. With the help of the BubblUs resource, a teacher can pre-build a concept map and then remove all captions in the frames, while retaining the captioned links. The students are then asked to label the blank boxes so that the entire structure depicted on the map returns to its original form. This type of work is used when repeating the studied topic or for systematizing the material. Looking at the completed map from the top to the bottom, the teacher can:

- penetrate into how students perceive scientific topics;
- check the level of understanding of students and their misinterpretation of concepts;
- evaluate the complexity of the structural relationships established by the student.

In addition, students can be asked to create a knowledge map on their own. This resource has a clear interface and makes it possible to design a knowledge map in a very colorful and bright way. The result of this process is the exchange and mutual enrichment of ideas. The result of work in the BubbleUs resource is saved as an image.

LearningApps.org is an application to support learning and teaching through interactive modules. Learningapps.org allows teachers to create and use interactive tasks of various types online: quizzes, inserting gaps in text, crosswords and word games with letters, puzzles, matching and much more.

The tasks available on the site are sorted by categories or topics, and levels of education. The service is interesting not only by using different templates, all kinds of intelligent interactive tasks, but also by the fact that a teacher can create an account for his/her students. The created interactive modules can be used in different ways. A teacher can simply open it on the site in the applications section, can use the links of the full-screen view, can embed it in his/her network blogs, sites. LearningApps.org presents a variety of ways to use interactive applications in the organization of educational and cognitive activities. Practical acquaintance with the resources of LearningApps.org significantly expands students' understanding of the possibilities of using information and communication technologies in the educational process, and the need for independent development of learning applications actualizes their psychological, pedagogical and subject knowledge, providing a connection between theory and practice.

Thus, formative assessment tools enable teachers to:

- have operational information for the analysis and planning of their activities;
- improve the quality of teaching;
- build an individual learning trajectory for each student, taking into account his/her individual characteristics.

Formative assessment tools enable students to:

- use a variety of learning styles, types of mental activity and abilities to express their understanding of the study material as well as the subject as the whole;
- know and understand the evaluation criteria for predicting the result, be aware of the criteria for success;
- participate in reflection, evaluating himself/herself and the peers;
- use knowledge to solve real problems, express different points of view, think critically.

Conclusion. The advantage of digital assessment tools lies in the possibility of involving all students to participate in the educational process, not only as consumers of educational content, but also as its active creators and in such a way provide

effective teacher and student feedback thus developing in students the abilities and skills of self-assessment.

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THE PROS AND CONS OF ONLINE MACHINE TRANSLATION

Keywords: machine translation (MT), online translation, online MT, software, MT-tools, CAT-tools.

Introduction. Technological advances have changed the way translation is getting done. With computer-aided translation algorithms or machine translation (MT), able to translate the entire piece of information promptly at low costs, a human translator is currently at risk of being replaced. It is no wonder, machine translation is

automated translation carried out by a computer, not a human, while online machine translation is an automated translation with an internet connection.

The very concept of MT covers some simple and complex tools for translating documentation and software localization, as well as translation management projects, such as translation memory systems (TM-tools), machine translation systems (MT-tools); electronic dictionaries; terminological databases and terminology management systems; full-text search and similarity search (concordance); parallel text processing systems (bibtex); translation project management system; word processors; spelling and grammar checking systems, etc. (Olhovska, 2015).

Human assistance is only needed in developing programs and in the production of translation. Moreover, such software can be trained to become more accurate. That is a group of tools for translators and writers that helps to maintain the quality of the piece of writing on a high level. There are two ways of training MT: so-called training and adaptive engine. The training engine is a bit long process that requires thousands of words that take tonnes of context and stick to the machine translation and that should improve the results. Adaptive MT is a brand-new self-learning MT engine that learns from post-edits, as you translate, creating a unique MT for you. The goal of them is to give you better help. Thus, machine translation systems – CAT-tools (CAT-tools – Computer Aided Translation tools) is software that helps a person to translate faster, as well as improve its quality. But people are worried that MT has taken over to smash the language barrier, which has its advantages and disadvantages.

Methodology. Methods used in this study include analysis of psychological and pedagogical literature for specification and substantiation of the conceptual and categorical framework of the study; comparison, classification, and systematization of theoretical data.

Results and discussion. Google Translate, CAT-tools, and other software are popular. But how good are they? In this section, we will present the strengths and weaknesses of using MT, and in particular free online MT, from the language learning point of view.

Some advantages of online MT are as follows (Nino, 2009):

1. Time-saving. The fact that free online MT is instant; you just have to select the source language and the target language, cut and paste the text or the web page you want to translate and, at a mouse's click, you obtain the immediate output. This constitutes a ready-made electronic product that can be easily manipulated electronically by the students.

2. Low cost. In most cases, do not have to pay money. Even the PC version MT/online MT is cheaper than the human translation.

3. Multilingualism. It provides multiple translations between different languages whereas a human translator can translate not more than four to five languages.

4. Good with lexical translation. In general, it translates short lexical units reasonably well. But phraseological units or complex grammatical structures cannot be translated appropriately.

5. Good with repetitive, simply-structured texts. It works reasonably well with not-so-complex structured texts such as weather reports or technical manuals.

Of course, such a technical solution has its drawbacks (Mohamad Djavad Akbari Motlaq, & Tengku Sepora Tengku Mahadi, 2020):

1. Accuracy. If you are translating for the sake of getting the summary or getting a gist MT can be used. Otherwise, there are many grammatical inaccuracies which include various kinds of errors with prepositions, determiners, pronouns, agreement, verb form, verb tense, verb mode, number, and sentence structure.

2. Context is not taken into account. The brain of a machine is programmed and has limitations and cannot take into account the context in which the linguistic utterance took place. Whereas the human brain can process the context as well and accordingly translate it.

3. Ambiguity and literal translation. This is the biggest issue in MT. MT is limited as far as the ambiguities are concerned as some words have got more than 10 meanings.

4. Discursive inaccuracies. When translating individual sentences MT works better than translating texts. It produces many discursive inaccuracies, especially with co-reference.

5. Spelling errors. MT may likewise show orthographic mistakes, for example, accentuation and capitalization blunders, letter exclusions, or pointless letters. Although they are upgrading and becoming less and less frequent thanks to the integration of spell checkers in many commercial MT systems.

6. Unable to account for cultural references and lacks creativity.

In the language class students, especially those with low level of proficiency, can be shown instances of what free online MT can and cannot translate so that they are made aware of the uncertainty of relying on these systems as the only online resource for their foreign language written production.

Conclusion. In a few seconds MT spits out its work but is the translation accurate? The results are clear and hardly surprising. Online translators always have a relatively tough time coping with complex sentence structures and more complicated sentences. While shorter sentences are semi-intelligible, more complicated sentences have quite strange constructions.

English-Ukrainian/Russian-English translations are quite good, but MT faces difficulties with translation into other languages: German, Italian, Chinese, etc. The whole piece of text tends to have a rather meaningless string of words. The grammatical structure is wrong and it is difficult to make out any sense at all. But the intelligibility factor should be at least there. That is why such online tools as Google translator are not supposed to be a threat to professional translators for two reasons:

Firstly, such online translators aren't capable of accurately capturing context, background, or even some terminology in some instances. Secondly, such software is incapable of expressing some emotions and choosing appropriate words and construction.

If online MT is expected to be used in everyday life, not for professional purposes, it is advised to be applied. Regarding the strengths and weaknesses of this technology, online MT can help to avoid the monotony of your study/work routine

but it needs to be checked. At the same time, students can be shown good examples of writing and translation into the target language and be presented with more reliable online resources to check the correctness of their work. Learners can be educated in the belief that only by getting fully involved intellectually and by adding some creativity to their tasks will they learn properly how to communicate themselves in the target language.

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LANGUAGE RECOGNITION IN COMPUTER-MEDIATED COMMUNICATION

Keywords: computer-mediated communication, Internet linguistics, clip, hypertext, dialogism.

Introduction. The linguistics of computer-mediated or Internet-mediated communication exists as an independent field of research and studies such aspects as Internet language, Internet or electronic/virtual communication, computer or electronic discourse, Internet text/hypertext, etc. Disputes about whether the language of computer-mediated (CMC) or Internet-mediated communication (IMC) is

an imperfect version of the language of real communication or has its code identification of such special individuals as Internet users, today are losing their relevance.

Methodology. Computer-mediated communication has been studied in the works of D. Crystal, B. Danet, S. Herring, H. Kahn, D. Tannen and others. Following the original definitions, computer communication is communication extended to human-to-human interaction, carried out in text form, mediated by network computers or mobile devices (Herring, 2002). New computer technologies make it possible to move from the exchange of ready-made texts to the models of natural communication. The development CMC is increasing its significance for linguistic studies of written discourse and the oral-written language implementation.

Results and discussion. In CMC a spontaneous verbalization of thoughts and feelings is supported by computer technologies. Therefore, several issues have been identified in linguistics, reflecting the most important trends of language development in electronic communication, which need a scientific study and theoretical description.

The language of electronic communication is not a direct transformation, of written language but a cognitive process functioning in the computer-mediated environment. CMC is often described as a primitive, simplified communication. In computer communication, we operate with information recognition and replication, or electronic reproduction. Recognition of an object occurs at the moment of its perception and means that a person has already formed an idea about the object based on personal impressions (stored in memory) or based on of verbal descriptions (including imagination). After the recognition, the object is attributed to a certain category known to the reader. In CMC the representative system is simpler as the processing, storing and reproducing of the previously received information is transferred to the computer, which becomes an external medium for storing information. Does this mean that the electronic information storages make the cognitive activity more primitive? However, only the task of processing and storing

information is omitted, which, according to psychologists, is not directly related to creative thinking (Tannen, 2013).

Since a cognitive process is fundamentally individual and subjective, each person processes information differently, and the infinite variety of experiences determines the infinite number of text reproductions. In CMC the interactions become person-computer-person and the types of secondary reproduction include well-developed and recognizable forms: post, repost, rewriting, cross-posting, etc.

Repost is a concept from the blogosphere, which has recently been gradually going beyond blogging semantics. Reposting is copying a post from one blog, account to another with the source indication as a link. Rewriting is a linguistic and stylistic processing of the existing text for creating a new product based on it. Cross-posting is the placement of the same material on several Internet sites.

In traditional communication, the information received after inner cognitive processing goes to another person. The information reproduction in CMC has a different functional purpose, aimed at literal replication or approximate processing linking the secondary version to its prototype, as a formal, meaningful or semantic reproduction. The exact reproduction in this case has its limitations as the transmitted information is included in new communicative contexts, where it can acquire a new meaning.

The technological capabilities of virtual communication define dialogue as the most important quality of communication between the human-computer and human-computer-human types. CMC is associated with the development of a dialogue with different parameters. Linguistics nowadays offers approaches to modelling the processes of the derivation of a dialogical text, carried out on the basis of the mechanism of dialogical quoting, which substantiates the functional position of the respondent as the main subject of a dialogic (Walther, 2015).

The dialogic deployment in CMC differs from informal spoken language models and is defined as the ontological comparison of oral and written speech. Despite the fact that oral speech is related to written language, the entire mankind's culture is perceived as a written tradition. As a result of linguistic discussions,

scientists came to the conclusion that in CMC it is necessary to evaluate not the method (written-oral) but to focus on the speech specifics. G. McCulloch recognizes a written speech as a means of storing, reproducing and transmitting standard information, without considering the text as a variety of meanings, while the dialogue in CMC constructs the meaning. Computer-mediated communication is based on the written implementation of the language but aimed at dialogical reproduction, supplies written implementation and natural communication (McCulloch, 2019).

The change in the modern lifestyle and the development of new forms of presentation employing computer technologies determine the need for compressed or clip forms of text communication, which is based on one of the basic laws of text development – the law of compression or implementation of special units (keywords) organizing text fragments around them (Kerr, 2013; Yao, 2020).

The clip thinking in CMC is dependent on the increase of information and the degree of complexity combined with the accelerating pace of modern life and a large flow of processed information. A new economical form of communication is hypertext or semantic folding, which reduces the length and linear width of a text message by transferring it from a horizontal (meaningful) to a vertical (semantic) field. Simple compact texts generated are becoming more and more common. They are convenient, concise, express the semantic core of information, and have a limited volume. The coherence or semantic integrity of speech in CMC prevails, while cohesion or speech connectivity is increasingly changing the usual language forms and is often based not on communicative, but on logical and chronotopic connections, the means of connection are increasingly acquiring implicit forms, and the possibility of electronic compilation as a sign of the clip organization of communication makes it possible to combine heterogeneous deictic elements in a single data field.

Clip information transmission implies a partial meaningful implicitness. In traditional verbal communication, it is based on presuppositions, and participants' background knowledge, whereas computer interaction relies on technical abilities to use the navigation systems and text links. A variety of hypertext in electronic media is a capsule version of information, including in the preamble texts of the compressed

message, indicating the semantic centre of the text without explanations. The need to simplify the transmitted content for its operational application often requires the development of new ways of reduction from complex to simple, the use of extractions, and truncated, limited models.

The rules of the written standard language in the CMC are significantly influenced by the oral colloquial speech with its inherent qualities – compression, reduction, ellipsis, contraction, and folding forms and reflected the universal law of language economy and the pragmatic principle of saving speech efforts, time and print area. With the actualization of the sphere of electronic communication, the reduced elements are becoming more and more widespread, gradually turning into electronic correspondence and even traditional written speech, which reinforces the new appearance and meaning of well-known words.

A variation of such language resource saving is the deliberate mix of different language codes in one syntagma. The choice of foreign code units is often determined by pragmatic factors: smaller volume, optional punctuation and typing ease. A variation of such transformations is the conceptual integration identified by scientists as a way of language economy (Treem, 2020). Such new forms, actively used in blogs, and electronic media, are a clear sign of discourse development in the field of computer communication. The ratings are compiled, and the most successful findings are highlighted, actively borrowed and replicated by network users. The sphere of CMC is characterized by its system of precedent statements, texts, names and symbols, which reflects electronic communication as a special sphere of human activity. Word creation statements modality, emotional attitude is supported today by the possibilities of computer communication and conveyed by multivariate code-switching (verbal, image, symbol, smiley, emoticon sign, etc.).

The creative use of the entire semiotic potential of CMC involves working with the word and utterance. The authors point out that they deliberately choose the preferred options for expressing thoughts and emotions, which results in a written form of spontaneous communication (Derks, 2008).

Conclusion. Tracing the history of human communication capabilities, scientists come to the conclusion that it is natural for a person to increase the volume of visual information and its resources in comparison with other types and means of communication. Visual information processing is the fastest, multidirectional combination of the verbal code with the pictorial one, which significantly intensifies the processes of perception, comprehension, and memorizing (Crystal, 2002).

The questions of studying the linguistics of computer-mediated communication require studying the ways of expressing the author's subjectivity and self-identification; Internet discourse genres and new forms of traditional genres; types of linguistic personality in CMC; textual paradigms development, secondary and tertiary message-based texts; language innovations of CMC, etc. The study of the linguistics of computer-mediated communication also requires considering traditional ontological issues such as the relationship between language and speech, the oral and written language implementation, the concepts of the standard language, the communicative distance between the participants in communication, external media and linguistic features.

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**INNOVATIVE METHODS OF PROBLEM SOLVING IN FOREIGN
LANGUAGE TEACHING IN INTERCULTURAL AND REGIONAL
STUDIES**

Keywords: cooperative methods of education, foreign language education, problem solving.

Introduction. A basic role of university education is linking theory and practice, introducing the future worker into the real-life working environment training

the student in activities characteristic of the job performance, and acquiring the fundamentals of for pre professional adaptation and socialization. University education has to respond to the changes in society that not only induce the change in the content of education, in the evaluation of results achieved by students, mutual relationships between the teacher and the student, but mainly to the changes in applying innovative methods of education. Innovative methods have to motivate and activate students. It is not enough to learn and understand the changes throughout society; it is necessary to guide the student towards a critical acceptance of information, searching for arguments, and forming their own opinions. A new condition of effectiveness should be applying the methods of teaching that contribute to developing students' skills as citizens of global space. Findings, their inclusion in the content of study followed by their immediate practical application necessitate a novel way of higher education preparation and instruction. The outcome of students' learning should be the acquired competences, including critical thinking, problem solving, creativity, teamwork, understanding other cultures and communicative skills; in other words, in the development of responsibility, honesty, tolerance, empathy, and other properties and skills. In this context, we mean the teacher – student cooperation: it is not only the teacher but also the student who is active. This is the concept of cooperative learning and related activating and creative methods as claimed by Seresová; Breveníková (2017). A rational justification of the necessity to cooperate was presented by the Russian psychologist Vygotskij (1976), who claims the roots of mental performances and functions (education, accomplishments) are in social relationships. His theory emphasizes the joint group work and problem solving via argumentation, negotiation, discussion, and compromise. It is the very cooperation – as the author claims – that is necessary for the cognitive development of the learning community. Psychological arguments in favour of cooperative learning are based on the fact that human mental maturation is connected with a gradual development of social contact. Theory of cooperative learning is also promoted by Piaget (1999), who even writes about the necessity of confronting the people whose opinions differ from ours. In the eighties of the

twentieth century the concept of cooperative learning was presented by Kagan (1985), who elaborated the principles and strategies of cooperative education. Kagan built upon R. Johnson's and D. Johnson's studies (1985), who not only laid the foundations of cooperative methodology but also proved its effectiveness in comparison with traditional forms and methods of education. In contrast to traditional education, when the teacher presents the learners with the knowledge for the accuracy of which the teacher is responsible, in the cooperative learning setting the teacher is no longer the one who guarantees information accuracy; instead, the teacher is one who guarantees the method and designs the teaching plan, reflects on the course of events, and works out techniques of instruction and evaluation of the learners. Hajrová (2014) lists the following elements of cooperative learning: positive interdependence, face-to-face interaction, personal responsibility, using interpersonal and group skills, and group work reflection. Despite its strengths verified in teaching practice, cooperative education has not found an adequate support and wider application. Konrad and Traub (2012) state that the share of cooperative education in German schools amounts to approximately seven percent. In other publications, these authors refer to a lower applicability of this method and find the blame with several myths that may be responsible for the situation, for example, "punishing talented students" meaning that group work is disadvantageous for talented students; "unjust assessment system", which implies that it is impossible to evaluate an individual's share of work objectively, since the outcome is the performance of the entire group; and apart from other myths it also contains "securing anonymity for the low achievers", who profit from the results of diligent learners. In Slovakia cooperative education is studied by Kosová (2000), Adamusová (2001), Gogolová (2012), and Biliková (2021). Education in the 21st century reflects the features of this period, in particular as far as the global interconnection of the world and all the related events are concerned. In order to increase the level of learners' awareness of global topics, also it is obvious that learners need to be provided with a broader space for changing their attitudes and strengthening their self-awareness. Education is to prepare the learners for developing the skill of coping with challenges; it has to promote the practical application of the

knowledge and experience acquired in real life. In this context, it appears to be important to develop “internal knowledge” in students, which is determined by internal experience. In our future text, we intend to deal with the theory of creative methods and as an author bring our own practical input in the problems of cooperative learning in the context of intercultural and regional studies at the Faculty of Applied Languages, University of Economics in Bratislava (Helmová, 2012).

Aims. The present research paper pursues three aims. The first one is focusing the attention of academic community on the essence and importance of cooperative methods of education as the process of achieving effective results in university education the focus of which is on promoting the acquisition of required and anticipated outputs. We are fully aware of the fact that the percentage share of applying cooperative methods in general is rather small. Secondly, in the future we will deal with several creative and cooperative methods and present our didactic model of the activating cooperation method “Six thinking hats”. This model has been successfully verified in foreign-language education in the German language, and it corresponds to contemporary scholarly knowledge on applying new education methods in Slovakia as well as abroad. Later on, we intend to present results of research in the possibilities of creative problem solving of integrating migrants in the host environment.

Methods. Research studies in Slovak and foreign sources on the possibilities of applying cooperative methods in searching for the solutions to problems in foreign language instruction in intercultural and regional studies at universities; methods of analysis and synthesis;

Methodology of research. The aim of research is to map out the issues of integrating migrants in a host country; questionnaire method; comparative analysis of two cultural groups.

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PECULIARITIES OF USING MULTIMEDIA AND ICT IN FOREIGN LANGUAGE TEACHING

Keywords: multimedia resources, ICT, computer, technical teaching tools.

Introduction. Modern society is characterized by the intensive introduction of the latest technologies and achievements of science and technology to meet the relevant needs of the population in technical and technological support of their lives and activities. This poses the task for the education system to prepare students for the confident use of appropriate technologies and means of communication in their professional activities. Accordingly, it is advisable to pay special attention to the

formation of “multimedia” competence of future specialists, since the biggest part of the information and communication sphere of the modern world belongs to various multimedia tools and technologies.

The relevance and significance of the study of using multimedia and ICT in foreign language teaching in higher education is due to the fact that in times of globalization of education, there is a growing need for direct use of multimedia technologies to achieve educational goals. The important role of multimedia in the life of society is stated, in particular, in the laws of Ukraine “On Higher Education” (2017) and “On Information” (1992), as well as in the decrees of the President of Ukraine “On the National Strategy for the Development of Education in Ukraine until 2021” (2013) and “On measures to develop the national component of the global information network Internet and ensure wide access to this network in Ukraine” (2000), in the Concept of Media Education in Ukraine (2016), which emphasize the need to introduce information and communication technologies into the educational process.

Methodology. In the process of researching the peculiarities of using information and communication technologies and multimedia resources in foreign language teaching, scientific methods of analysis and description were applied.

Results and discussion. Multimedia tools are increasingly being used to optimize and improve the efficiency of the learning process. Researchers define multimedia technologies in a broad sense as a range of information technologies that use a variety of software and hardware tools to most effectively influence the user. The latest developments in teaching with the use of computer technologies are collectively referred to as multimedia. The arsenal of multimedia technologies includes animated graphics, videos, sound, interactive features, remote access and external resources, database management, etc. Various information components that are managed by one or more special programs are called a multimedia system.

Two groups of teaching tools can be distinguished: audiovisual (video materials) and technical teaching tools (multimedia training systems). The use of audiovisual materials stimulates and facilitates successful foreign language learning.

All audiovisual tools have a positive impact on learning if they are used at the right time and in the right place. When learning a foreign language, students use the visual and auditory channels to perceive information. However, the visual channel is the basis of learning. Confirmation of this can be found in the work of the American educator Rivers. He argues that such learning tools really contribute to the understanding of a foreign language culture, in particular, English, and provide compensatory contact with native speakers through audio and visual means (Rivers, 1981). Videos are considered audiovisual learning tools. They are one of the most effective means of teaching a foreign language. Currently, the use of video in foreign language classes is one of the stages of the lesson, as the learning is communicative. The video shows the peculiarities of people's behavior inherent in their culture, which, in turn, brings different communicative situations to the classroom. Video also helps to understand the meaning of some previously unknown words. A huge advantage of using video in foreign language teaching is that it provides authentic material. Students can focus on the various details of the use of certain aspects of the language and thus understand what was said, repeat it, predict the response to a cue, etc. Watching a video also helps students to pay attention to visual elements such as facial expressions, clothing, posture, details of the environment, etc. Even when watching a video without sound, you can guess what is happening through the visual element.

The combination of visuals, text and sound provides an opportunity for the comprehensive development of students' language skills while learning a foreign language. It is well known that the effectiveness of learning increases with the use of visual illustrations, and multimedia tools combine video, audio materials, illustrations and tables (Erdmenger, 1997).

It is also very important today to establish students' motivation and interest in the process of learning a foreign language. Traditional teaching simplifies students' ability to comprehend a foreign language and hinders their understanding of the structure and function of language, making students passive recipients of information. The main goal of teaching foreign languages is to acquire students' skills and abilities

to use a foreign language competently in real-life situations, not only in everyday life, but also in business and professional communication.

At foreign language classes, a computer can be used to solve a number of didactic tasks, namely:

- to form reading skills and abilities, using materials of different levels of complexity;
- to improve listening skills based on authentic sound texts, songs, movie episodes;
- to improve written communication skills, to replenish their vocabulary (both active and passive) with the vocabulary of a modern foreign language, which reflects a certain stage of development of the culture of the people, social and political structure of society;
- to enrich students with cultural knowledge, including speech etiquette, peculiarities of behavior of different peoples in communication, peculiarities of culture and traditions of the country whose language is studied;
- to improve grammar knowledge by taking on-line tests;
- to form sustainable motivation of students' cognitive activity in the classroom;
- to develop global thinking skills;
- to instill the need to use English for real communication (Zaiarna, 2015).

However, it is worth noting that even the availability of a modern computer does not guarantee mastery of a foreign language, unless one takes into account the need for a scientifically based organization of this activity, either directly by the teacher or indirectly by a system of tools that are incorporated into the software along with the language material. Information technology is not just an intermediate link between a student and a teacher. The fact is that changing the means and methods of teaching leads to a change in the content of learning activities, which is becoming more independent and creative, and contributes to the implementation of an individual approach to learning.

Conclusion. The use of information and communication technologies in a foreign language teaching helps to activate students' views; visual and vivid multimedia support of the training course increases the visibility of information presentation, allows to stimulate cognitive aspects of learning, such as conscious assimilation of educational material, offers more opportunities for communication both among students and between the teacher and students.

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ABBREVIATIONS AS A MODERN PHENOMENON IN BUSINESS JARGON

Keywords: business correspondence, corpus analysis, acronyms, authenticity.

Introduction. English language used in a business world, influenced by multicultural environment, new technologies but also by growth of economization of language in general, has been changing radically. In order to establish a sound basis for language courses in Business English, research is needed into the lexical, syntactic and discourse characteristics of the register of English used within contemporary business world.

In order to increase productivity, the way we communicate, and especially in the areas of work or the ways businesses are being conducted, but also within simple exchange of informal messages, we tend to economize the language in a sense of saving time and put least effort to communication. Brevity, compactness of presentation and economical use of language has been pointed out as one of the most common features of business discourse by numerous authors (e.g. Zinukova, 2021; Luján-García, 2020; Mahyaddinova, 2022; Imre, 2022).

Even though abbreviations, fulfil the conditions of language system, they have the opponents, who point out their artificial character and very low level of clarity (e.g. Aronoff, 1976). That is the reason why we have chosen the topic of abbreviations and the importance of their usage in business communication, because, as far as business English is concerned, they are so common, that it would be misleading consider them unusual and exclude them from any linguistic analysis.

Corpus research has yielded relevant findings for course and materials design in ESP. Firstly, several studies have demonstrated that investigating corpus data representing the language of the specific subject field in use provides a sound basis for course and materials design for the ESP classroom (e.g., Flowerdew, 1994; Flowerdew, 2001; Fuentes, 2002; Jabbour, 1998). Furthermore, some of these studies have also shown how findings of corpus research can be integrated into the ESP teaching practice (e.g., Cortes, 2004, 2006; Fuentes, 2002; Mudraya, 2006; Trebits, 2009b) in the form of new approaches and tasks.

Corpus research in ESP has also been used to evaluate existing teaching materials. Nelson (2000, 2006) compared a corpus of published course books of BE to a corpus of English in “real-life” business in order to test his hypothesis that “the lexis found in Business English published materials is significantly different from that found in real-life business” (Nelson, 2000, p. 1).

The goal of the presented analysis is to understand the abbreviation processes in contemporary business communication to the point that can be presented to the students of Business English course in the most authentic way. By the method of qualitative corpus analysis, we put shortening processes in a context, i.e.

contextualising the features of the abbreviation processes based on fundamental notions of extra-grammatical processes rather than presenting statistical quantitative analyses. The outcome of our research are general features, which determine abbreviatory processes occurring in business correspondence. Finally, we demonstrate specific class activities of Business English course taking into account the real characteristics of abbreviations used in business jargon.

Methodology. We used the method of qualitative corpus analysis. We elaborated the description of the features of the abbreviation processes rather than presenting statistical quantitative analyses. In order to achieve our goal, we analysed the actual patterns of abbreviations listed in various internet sources, where abbreviations are presented and their meaning is analysed by business commentators and experts. We focused mainly on written business communication.

The enormously growing amount of information sources dealing with business operation on the Internet offered us wide range of possibilities to analyse any linguistic pattern in this specific context. Thus, in this matter we didn't have to tackle with the problem of limiting factor such as lack of availability of sources providing long exhaustive lists of abbreviations used in business communication within various departments. To achieve representativeness, balance and diversity in our corpus design, we used sampling, the most widely used method. Random sampling is a standard way of selecting subjects for analysis in many areas of science.

Various websites for the corpus were collected randomly, using Google search engine. We bore in mind the fact that none of the companies would allow us to uncover their in-house communication so we considered analysing 50 business-related websites sufficient enough to extract the necessary information.

Results and discussion. We observed particular abbreviation categories, which have been used in business correspondence regularly. Acronyms, initialisms and alphabetisms are the units obtained by abbreviating a multi-word sequence (compound word, phrase, name of an institutions, activity) to the initial letters of the base words but not changing the denotative meaning. These were created by

regular process using all initial letters of the base words (“non-elliptic acronyms” (Mattiello, 2013).

Hybrids were those types of abbreviations observed in the corpus that were somehow fluctuating in their nature. For example, hybrids between clippings and graphic abbreviations that can be read out in expanded or unexpanded form (Inc-Incorporated). Also, there were examples of acronyms which were not created by shortening the base words by collecting their initial letters. Here we can include elliptic acronyms (Mattiello, 2013, p.87), which do not retain all the initials of the words contained in the source phrase, omitting mostly grammatical words. This category included also extended acronyms, the formations composed of more than one initial letter for each word. There were also the peripheral cases of acronyms which combined initialized and clipped constituents or initials and full constituents. Hence, we came across the examples of creative shortening of various kinds, where the results are the sequence of capital letters. Specific examples follow in the extract of the compiled glossary. Clipped units blurred the border between alphabetisms and instances of two or more letters taken from a single word e.g. ID- identification, MS-milestone, as all these abbreviations have a single word as a source form whereas acronyms and initialisms come from multi-word sequence. Ellipsis, the omission from a clause that are understood in the context of the remaining elements. The result of this abbreviation, in our cases, was always the whole word. (e.g. Chief Executive Officer, not only abbreviated as CEO but also as Chief).

Concerning contextualising the shortening processes used in business correspondence (the corpus) based on fundamental notions of extra-grammatical processes, we adopted Mattiello’s systematic division, which has helped us to organize our findings, by contextualizing them, within the categories for better transparency. These notions are first analysed theoretically including following:

- *Rules vs analogy*
- *Productivity vs creativity*
- *Profitability vs availability* and then used in practice.

The examples provide the evidence for the fact, that irregular formations are not excluded from written communication in formal situations, and that they are not applied only in informal environment. The sources we have chosen for contextualized examples are excerpts from our corpus and they are meant to represent some of the typical business correspondence contexts in which abbreviations are preferred to their corresponding standard forms.

Conclusion. In spite of obscurity of diverse shortening processes in contemporary business correspondence, new creative forms are constantly formed and reused as part of the business jargon, and the number of those which are becoming part of the English lexicon has been rising. The reason of creation of such lexical innovations is however clear- shortenings represent a conscious act of economizing, where the percipient and recipient share a common jargon. Further, they definitely demonstrate professional closeness. The abbreviations formed within business communication indicate in-group restriction, some sort of privacy, and the use of professional jargon and at some point demonstrating the attempt of insiders to exclude the outsiders. Naming is another characteristic feature of the formation of the abbreviation processes in business communication. Many shortenings tend to name new specific phenomena, newly formed institutions, activities and procedures in the business world. They are very often but not always monoreferential in a sense that they acquire specificity and semantic uniqueness and their association to the context immediately suggests the referent.

Lastly, when discussing the pedagogical implications of our findings, there are several aspects of using this particular language pattern that future business professionals should be prepared for. The first aspect is the authentic text usage in Business English courses to demonstrate the contextualization of innovative language patterns. A frequency list provides valuable information about those units that appear (and do not appear) in a text. Secondly, one way to complement the frequency of occurrence of the abbreviations in the business correspondence in order to obtain a more comprehensive view of the abbreviatory composition of written business English discourse is to provide collocational information for these types of elements

frequently appearing in the business correspondence. As shown in the example of the profile, it does not only give language learners guidance on relevant collocates, but they also present frequent semantic preferences and constructions, that is, the grammatical relations the particular unit frequently forms with relevant collocates. We believe that shortening processes are essential communicative means in the business written communication and that their exclusion from lexicon would cause not only loss in terms of alternatives to existing longer variants but also in terms of different shades of meaning, in this formal environment, specific speech community where they serve specific functions and produce required effects on the recipient.

We can also claim that it is necessary to permanently monitor the changes in business communication and to regularly update the content of it in order to keep up with such dynamic environment. We suggest not to rely on standard models and examples given in well-established teaching materials, which are often outdated. Considerable enrichment of the vocabulary with terms closely related to the business relations need to be considered. Many business books introduce features and writing skills of all kinds of business correspondence. But most of them just provide many templates with no practical up-to-date understanding and usage of patterns used in business correspondence.

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ESP TRAINING AS A METHOD OF SOFT SKILLS DEVELOPMENT

Keywords: English for Specific Purposes (ESP), soft skills, training, practical knowledge.

Introduction. Modern demands of society and constant changes affect the creative, emotional, and innovative potential in education. Innovation and creativity are the skills that can and should be taught to future specialists (Chemi et al., 2017,

p. 1). But such skills cannot be developed in students without their presence in teachers. Learning a foreign language involves a lot of practice, but learning a language without creativity and advanced methods indicates a lack of practical knowledge on the part of the teachers themselves. That is why our research is devoted to the concept of “training” as a practical alternative to a traditional class of English for Specific Purposes (hereinafter ESP) or as a supplement to the basic program for learning a foreign language in higher educational institutions. The relevance of this research lies in the emphasis on the importance of improving educational programs with attention to the development of students’ soft skills by introducing such a format of classes as training. Improving teachers' practical knowledge is also the focus of our research for their effective application during ESP classes. The object of this study is training in the form of a suitable addition to the program in higher education institutions. The subject of the study is the revelation of the importance of improving teachers' practical knowledge to enhance the general level of ESP teaching for future specialists. The purpose of the study is to determine the relevance and necessity of introducing training into the program for the development of soft skills among students.

Methodology. The practical knowledge mode focuses on the autonomy and development of teachers with mandatory professional practice. Learning through professional training is one of the main tools for launching the “practical knowledge regime” (Eilertsen et al., 2014). Currently, psychological and pedagogical practice intensively uses such group activity as training as a method of socio-professional interaction and “social-psychological learning”. Thanks to the effectiveness of group work during training, this practice allows for more effective management of emotions (Fedorchuk, 2014, p. 6). The intensity of training is aimed at the speed and quality of solving tasks and the opportunity to quickly learn to navigate in given situations. Such a format of conducting classes is impossible without soft skills development.

An important stage for achieving a certain level of professionalism remains the transition of teachers from “consumers of academic knowledge to autonomous professionals” who can combine scientific results with experience, applying them in

everyday practice (Eilertsen et al., 2014, p. 27). Autonomy should be based on a decent level of teaching skills, on the quality of practical and theoretical knowledge, which will primarily deepen the thinking of students and expand the horizons of awareness of local and global problems. The internal motivation of the teacher directly affects the motivation of students, their desire to achieve goals, and even their emotional state. That is why the development of soft skills among students should go hand in hand with the development of practical knowledge of teachers as role models.

One of the most effective ways of conducting practical classes of ESP can be a training format that combines intensity, group work, emphasis on practice, creativity, and innovation, i.e., everything that is important for the development of soft skills of students. The preparation and conducting of the training help the teacher to apply his theoretical knowledge in practice with maximum efficiency both for himself and for the students.

As an example of the description of training parameters, let's take the topic “*Debates*”, which is part of the foreign language study program for future specialists of the Faculty of Management and Marketing. The theme is based on the idea that having students support opinions that are not necessarily their own in a debate can help improve soft skills by encouraging a focus on correct vocabulary and useful expressions rather than on winning. A training plan may look like this:

1. Acquaintance with the vocabulary used when expressing opinions, disagreeing, commenting on a point of view, etc.
2. Discussing the difference between what is considered...
3. According to the opinions expressed, students are divided into two groups. The first group supports..., the second group does not support... . It is possible to use a short additional survey exercise for clearer grouping.
4. Consideration of the handout with ideas “*for*” and “*against*”. Students present their arguments using the ideas on the handouts as a basis for further discussion. The handout can be replaced with audio or video material with ideas.
5. After the students think through the arguments, the debate begins. Each team has 5 minutes to present their main ideas.

6. Students write down the opponents' opinions and then refute them. NB! All members of the opposition group should take notes and each should briefly express his opinion about what he disagrees or agrees with.

7. Discussion of mistakes students made during debates.

8. Watching videos of successful and unsuccessful debates.

9. Summary and the invitation to the next training.

Results and discussion. Why does it take twice as much time on average to prepare a training session than to prepare a standard ESP class? The training should be saturated with a large number of exercises, on which students will not spend a lot of time. Preparing, for example, three short but different exercises will take more time than preparing one but long. It is also very important to include videos with different types of exercises and mandatory discussions in the training. Ideally, it should not be one video, but several short, but separated in time. For example, you can use one short video near the beginning of the lesson, and one near the end. Preparation of original exercises for each video always takes a significant amount of time for the teacher.

The volume of training material is always larger, due to the need to cover the topic as much as possible in one session. That is, coverage of all possible types of activities and a fast pace are indispensable requirements for effective training. For a standard ESP class, it is assumed that the topic can be covered in several lessons, so the need for a large number of short and quick exercises is not a mandatory requirement. Due to the large amount of material to be covered at the training, the pace of students' work should be accelerated accordingly. That is, students do not have the opportunity to think about one task for a long time. The teacher should encourage students to quickly respond to all the tasks.

The peculiarity of the training is that every student must participate. For this, the training is made as intense as possible, but at the same time as interesting as possible for everyone. Therefore, the training should include a significant number of exercises on the interaction of students with each other, feeling his or her importance in making decisions about certain tasks. Therefore, it is necessary to apply exercises focused on teamwork.

After the training, students should feel “saturated” with the discussed topic. That is, students should be “loaded” with exercises with a constant change in the types of activities. The teacher must be sure that everyone understands at the end of the class that the topic is closed.

Since the training is saturated with a large number of tasks with changing types of activities, this type of training is emotionally and physically difficult for the teacher. Therefore, training cannot completely replace the standard class of ESP. However, it can be an effective addition to a program for learning a foreign language. This type of class will stimulate students to focus more on the topic and will allow them to practice group activities more intensively, and this, in turn, will help in the development of the soft skills of future specialists.

Conclusion. Summarizing, we can state that the demand for the development of soft skills in future specialists is and will be a relevant issue for all educators who seek to apply their practical skills in ESP classes with maximum benefit. The type of socio-professional activity such as training is a particularly effective tool for launching the practical knowledge format for both the teacher and the student. Intensive group work and a creative and innovative approach to solving tasks are integral parts of ESP training. When organizing training, the teacher needs to remember that preparation for this type of lesson takes more time than preparation for a standard one; the material to be covered is more voluminous due to covering the topic in one lesson; every student must participate. This format of classes is most effectively aimed at the development of soft skills in students and allows the teacher to demonstrate all his professional skills in practice.

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ASYNCHRONOUS MODE: ORGANIZATIONAL ASPECTS TO SUCCEED

Keywords: online instruction, asynchronous mode, organizational aspects, action list.

Introduction. The COVID-19 pandemic posed a range of unprecedented challenges for the education community. In the early days of the pandemic, schools and universities were forced to rapidly transition to online learning mode without much preparation or planning, requiring educators to quickly adapt to new contexts. The onset of online mode led to diverse predicaments for both educators and learners, though, the digital online environment had been a mainstream technological advancement increasingly reshaping society and education worldwide. Hence, the sudden need to adapt to the online mode challenged the digital readiness of educators and learners worldwide, as well as in Ukraine. At that time period a new, for the majority of the educational institutions, mode was marked by improvisation and ad hoc strategies unlike well-designed and pre-planned online learning scenarios (Rapanta et al., 2020). Then, that emergency state transitioned into the post-pandemic or post-COVID classroom (Curtin, 2021), where educators could select only those solutions which had proven their effectiveness and usability to implement those

solutions in thoroughly designed online scenarios while refining or omitting ineffective practices.

The year 2022 brought new challenges for Ukrainian education – the war. After the pandemic phase, online mode was not new *inter alia* for higher education, however the conditions of war conferred new peculiarities on it. Airstrikes, the power cuts and rolling blackouts cut off Ukrainian students from synchronous online classes. The teaching community again had to face the need to overcome new obstacles trying to avoid the gap in the education process on a nationwide scale. The strategies, approaches and methods selected for synchronous online classes had to be reconsidered and adopted to new circumstances. The adoption of asynchronous instruction mode became a flash point.

While teaching online during the COVID-19 pandemic and teaching under war conditions in Ukraine in 2022-23 are two different contexts, there are some lessons and strategies from the former that could be applied to the latter.

Methodology. A literature review; theoretical and critical analysis of recent findings; personal and publicly presented practical experience.

Results and discussion. Having analyzed recent findings and publicly presented experiences, we are now able to outline three major concerns: organizational aspects, technical solutions, and academic integrity issues. The current abstract aims to present our findings on organizational aspects as prerequisites for productive asynchronous instruction for maintaining the educational process in Ukraine under current war conditions. Based on our findings, the action list given below was developed to define further steps in organization process.

– **To set goals and objectives:** to ensure that students have a clear understanding of what is expected of them, it is crucial to set clear goals and objectives for each course unit. These goals should align with the overall course objectives and should be communicated to students at the very beginning of the course (Knowles et.al, 2022; Ogbonna et al., 2019; COL, 2020).

– **To ensure flexibility:** asynchronous learning is all about flexibility, so an instructor should make sure a course is designed to accommodate different

learning styles and schedules. It is especially relevant to the current situation in Ukraine. So, an instructor has to provide students with the freedom to access course materials when it is convenient or possible for them, and allow for extensions or make-up assignments to be taken whenever it is necessary (Fabríz et al., 2021; (Nieuwoudt, 2020; Ogbonna et al., 2019).

– **To establish communication:** properly-organized and clear communication is critical in asynchronous learning. An instructor should communicate clearly, regularly and frequently with students about course expectations, deadlines, and any updates to the course materials. It is also essential to provide students with a range of communication channels such as email, messengers, or chat groups (COL, 2020; Martínez & Tilson, 2021; Nieuwoudt, 2020).

– **To provide feedback:** feedback is critical in asynchronous learning, and an instructor should provide students with regular feedback on their progress. This feedback should be timely, specific, and actionable to help students improve their performance by identifying misconceptions, and learning gaps (Lazarevic & Bentz, 2020; Moorhouse & Kohnke, 2021).

– **To organize course materials:** students should have easy access to well-organized course materials such as course and workbooks, lesson notes, flashcards, charts, screencasts, podcasts, audio and video resources, and other types of supplemental materials (Fabríz et al., 2021; Harrington & LeBlanc, 2021).

– **To utilize multimedia:** asynchronous learning offers the flexibility to use multimedia such as videos, audio recordings, and interactive exercises to enhance the learning experience. Using multimedia also helps to keep students engaged and motivated (Varkey et al., 2022; Zawacki-Richter, 2020; Martínez & Tilson, 2021).

– **To foster collaboration:** asynchronous learning can be a solitary experience, but it does not have to be. An instructor must encourage students to collaborate and engage with each other through discussion panels, group projects, or other team interactive activities (Fabríz et al., 2021; Harrington & LeBlanc, 2021; Curtin, 2021; Nieuwoudt, 2020).

Conclusions. Teaching under pandemic and war conditions has presented a range of challenges for educators, but it has also highlighted the resilience and adaptability of the Ukrainian educational community. Educators have managed to find creative and effective ways to support student learning in a remote environment and have demonstrated a commitment to ensuring that all students have access to quality education, regardless of the challenges. Under current conditions, asynchronous learning has proven to be a valuable tool for supporting education in Ukraine. However, to reach its full potential, it must be properly organized. As organizational aspects directly affect the process, it is vital to ensure that all the steps are taken, which will help students navigate the challenges of learning in a war zone. There are still a wide range of gaps and potential obstacles that educators and students need to be aware of and address in order to ensure an effective and engaging learning experience. The issues related to the practical aspects of implementation and concerns related to academic integrity require further thorough investigations and improvements.

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COMPETENCE-BASED APPROACH TO THE ASSESSMENT IN TRANSLATORS’ TRAINING

Keywords: translation competence, assessment, approaches, learning outcomes.

Introduction. Assessment gains its momentum in modern domestic and foreign educational paradigm as one of the key and consolidating components of and/or for teaching and learning. Its efficient arrangement and implementation should be based on relevant theoretical approaches. According to Hurtado Albir (2019, p. 54), all the current and available approaches to translators’ training and assessment consequently can be divided into two main categories:

1) teacher-centred and product-oriented, i.e. directed to the transmission of some theoretical knowledge to students by the teacher and, as a result, the assessment of their acquisition. In case of translators’ training it shifts the training focus on the contrastive and comparative analysis of the source and target languages and texts.

2) Student-centred and process-oriented, which are mainly concentrated on the translation process. In this case training is aimed at the achievement and assessment of specific teaching and learning outcomes, namely at the acquisition of translation competence by the students. These approaches include the performance of authentic real-life or almost real-life translation tasks and stress the importance of different aspects of their prospective professional activity representation and reflection in the training process.

Social constructivist (as the rapidly advancing branch of domestic personality-and-activity-based one) and competence-based approaches, which appear to be interrelated and complementary, take the leading positions in this category. The provisions of social constructivist approach are actively developed and investigated in terms of translators’ training mainly by foreign researchers (Király,

2000), while competence-based concepts and ideas are widely adopted in all the spheres of contemporary education. However, still there is a question: in what way its provisions transform and adjust in order to contribute to the efficiency of the assessment arrangement and realization in modern translation classroom.

That is why the given paper is directed to the outlining the main ways of competence-based approach implementation in translation assessment.

Methodology. The given paper is based on the analysis and synthesis of recent studies devoted to the relevant translation pedagogy issues.

Results and Discussion. In general, competence-based approach considers the development of an integrated and independent student's personality ready to respond adequately to the social and professional requests and demands of modern world to be the key priority of university training. At the same time, competence is the central concept of this approach.

Pym (2003, p. 481-497) singles out four basic approaches to the definition of translation competence structure and content:

- 1) Negation of translation competence existence as it is.
- 2) Narrowing translation competence to a simple sum of the competences in two languages (bilingual competence).
- 3) Vision of translation competence as an integrated but still multi-componential structure.
- 4) Concept of translation competence as an indivisible supercompetence, which prevents the inventory of essential components to perform a successful translation. Within our research, we follow and support the vision of translation competence as an integrated but still multi-componential structure that is formed through dynamic and cyclical learning and translating resulting in the transition to a new qualitative level of translation performance. It should be noted, that we strictly distinguish between translation competence structure as the inventory of its main components and translation competence model acquisition as the dynamic process of its formation. The most influential structures of translation competence from this point of view contain relatively similar sets of sub-competences emphasising the crucial

role of some of them and include translation competence models by S. Göpferich (2009), PACTE Group (2003) and EMT's translation competence model (2022). It is worth mentioning that the first two models were researched and developed in the context of university training environment, while the last one is mainly industry-oriented. To our mind, all of them should be used for the refining of the inventory of the components which are supposed to be acquired and formed at the particular stage of training. They will determine the relevant assessment agent involvement and the development of appropriate assessment methods and tools.

According to Lasnier (2001) competence is a complex ability to act efficiently in the situations with common features and parameters, which emerges as a result of integration, mobilization and arrangement of the specific system of knowledge, skills (cognitive, affective, psychomotor or social) and attitudes. This definition is fully consistent with the one presented in the European Master's in Translation. Competence Framework (2022, p. 3): the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In this context, knowledge is viewed as the acquisition of particular information through learning. It comprises facts, principles, theories and procedures connected with the translator's professional or academic spheres (European Master's in Translation. Competence Framework, 2022, p. 3). Lasnier (2001) also distinguishes between know-what or declarative, know-how, or procedural, and know-how-to-be, strategic or meta-cognitive knowledge. Declarative knowledge consists in the acquisition of theoretical information, different translation and language-related concepts and ideas through learning or formulating in the process of exercising and performing (Anderson, 1983). Procedural knowledge incorporates the acquisition of the algorithms how to perform particular translation actions, operations, tasks and activity in general. Meta-cognitive knowledge is connected with the awareness of the task content, context of its performance, ways how to solve varied problems and knowledge about one's personal abilities and behavior peculiarities. Skills are the abilities to apply different types of knowledge in the process of problem solving and translation tasks performance (European Master's

in Translation. Competence Framework 2022). Translation skills are based on the groups of knowledge mentioned above. They are formed in the process of translation performance and vary according to their complexity. Eventually, attitudes involve divergent personal and professional properties and features such as motivation, self-efficacy, self-esteem, etc. that determine the ways of knowledge and skills integration in the process of translation. So from the viewpoint of competence-based approach to translation assessment all these components should be monitored and evaluated in different ways at different stages of the training process under relevant terms and conditions, since students' competence level is reflected in both translation process and product.

According to Presas (2000, p. 29), translation competence acquisition involves the following stages, which should be taken into account arranging different types of assessment: 1) acquisition and improvement of brand new components which have not been mastered before in other language and learning related areas. They are of particular assessment interest, since they obviously comprise proper translation specific knowledge and skills; 2) restructuring and adapting previously acquired components from the viewpoint of their adjustment to translation performance, for instance, foreign language reading and listening-comprehension skills that should be transformed for the translation and interpretation needs. These components should also be monitored at first directly and then indirectly in the process of prospective translators' training; 3) strategic sub-competence acquisition as a consolidating factor that provides the orchestrating of all the involved components for the optimal translation performance. That is why, to our mind, the above presented list of translation competence components should be supplemented by strategies. They are conscious and individual ways of using available internal and external resources for the efficient accomplishment of the given translation or learning task.

The main features of any competence acquisition, as reported by Cano Garcíá (2015, p. 15), include:

1) Integration of relevant knowledge, skills, strategies and attitudes for better performance.

2) Ability to use one's competence in practical activity, in our case for translation performance.

3) Ability to adapt to particular situation that is highly relevant to the translation context, which involves new and unexpected tasks and always lacks unique appropriate translation problem solutions.

4) Assessment construct dynamism, i.e. continuous development and improvement of translation competence components even within an assessment task performance, which in its turn should provide the opportunities for this.

5) Students' independence (readiness to take decisions and responsibility for the realisation).

Based on the ideas discussed above and transforming the ways of competence-based approach implementation into translation classroom, defined by Hurtado Albir (2019, p. 62), we suggest the following provisions for translation competence assessment arrangement:

1) Detailed inventory of relevant declarative, procedural and meta-cognitive translation knowledge, practical translation skills for particular domains, strategies to carry out translation efficiently, and attitudes to its performance and training as the assessment objects to be evaluated at a particular training stage.

2) Gradual integration of smaller assessment objects into more complicated ones, which helps arrange their hierarchy according to the assessment stages in the training process.

3) Definition and description of their acquisition indicators to be used for the measurement and evaluation. This idea strongly correlates with the level approach, which is still underdeveloped and underinvestigated in translation pedagogy.

4) Selection of relevant source text materials, formulation of translation tasks and development of translation briefs, which correspond to the assessment aims and objectives and take into account the dynamic nature of translation competence acquisition and functioning.

5) Development and implementation of diverse assessment methods and tools to be applied efficiently and consistently by different assessment agents directed to the measurement and evaluation of the relevant components of students' translation competence.

Conclusion. The carried out analysis of the competence-based approach application to the assessment arrangement in the translators' training at Ukrainian universities allowed us to single out its main principles and draft the prospective ways and directions of further research in the area.

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THE ROLE OF INFORMATION TECHNOLOGIES IN THE DEVELOPMENT OF SOFT SKILLS OF BIOMEDICAL ENGINEERING STUDENTS IN ENGLISH FOR SPECIAL PURPOSES

Keywords: information technologies, soft skills, ESP, biomedical engineering students.

Introduction. In the modern world, information technologies are used in all spheres of life, including education. The use of them in English classes for biomedical engineering students can significantly improve the development of soft skills which are defined as “the intangible, non-technical, personality-specific skills that determine one’s strengths as a leader, facilitator, mediator, and negotiator” (Robles, 2012, p. 457). They include such skills as communication, collaboration, teamwork, creative and critical thinking, decision making, problem solving, work ethic, time management, planning, leadership, goal setting, and lifelong learning.

Methodology. The study was carried out through the analysis of pedagogical, methodical literature and the results of empirical researches on the issue.

Results and discussion. Nowadays, new information technologies give students an access to non-traditional sources of information, increase the efficiency of independent work, provide completely new opportunities for creativity, finding

the formation and consolidation of various professional skills and abilities, allow the implementation of fundamentally new forms, approaches and methods of learning (Byrkun & Ponomarova, 2021). The use of information technologies in English language classes for biomedical engineering students contributes not only to increasing the effectiveness of the learning process, its individualization, active pedagogical interaction between the teacher and students but also to the development of soft skills for successful performance in students' future work environment.

It is possible to distinguish several soft skills that can emerge from the influence of information technologies. They are communication skills, cognitive processes, self-regulation, planning etc.

Communication skills are an important element for biomedical engineering students, as these professionals must be able to communicate with patients, colleagues, as well as other professionals from different fields. The use of information technology, such as video conferencing and video recordings, can help students hone their communication skills and learn to interact with different types of interlocutors.

It is also appropriate to take into account the information competence of students, which includes the knowledge and ability to use information resources and technologies for obtaining, evaluating, storing and transmitting information. The use of electronic means in English classes can significantly improve students' communication skills. For example, the use of multimedia materials, interactive exercises and online communication can improve an ability to interact and communicate in English.

Cognitive processes such as perception, attention, memory, thinking and others are important elements in the development of soft skills of biomedical engineering students. The use of computer science and ability to use information at all that support these processes can ensure more effective assimilation of information and development of critical thinking.

In addition, self-regulation and planning are important soft skills too. Using online calendars and task managers can help students keep track of all the information they need and complete assignments on time.

Creativity and innovation are also considerable skills for biomedical engineering students. The use of information technology that promotes the development of these skills can help students create new ideas and projects that will give them a competitive advantage in the job market.

In addition, some of the digital tools can help students work more effectively in groups. Collaboration and communication systems, such as Google Docs, Google Meet, Classroom, and others, provide the opportunity to collaborate and share information, which improves the quality and efficiency of work in groups.

Another important advantage of using information technology in English classes is the ability to access a large amount of diverse material, which allows students to increase their vocabulary and deepen their knowledge of various topics.

Information technology can help students develop soft skills by giving them access to a wide range of resources and activities. In addition to those listed above, the following resources and activities should be mentioned:

- a special place in information technologies is occupied by electronic textbooks, manuals and computer programs that allow you to independently learn a foreign language, independently correct errors, and carry out self-monitoring;
- online courses can help students learn to communicate effectively, develop their problem-solving skills, and interact with others in a professional manner;
- online discussion forums and chat rooms can also provide students with opportunities to practice these skills in a safe environment;
- information technologies can provide students with the opportunity to collaborate on projects and work together to solve problems;
- information technology can help students develop critical thinking and creativity by providing them with access to tools such as programming languages, software for creating schemes, project management and other applications necessary for various kinds of creative process implementation;

– technology can also be used to provide feedback on student performance; this feedback can help them identify areas for improvement and track their progress over time.

Conclusion. So, it can be argued that information technologies (multimedia, interactive distance learning technologies, educational programs) are of great importance for the development of soft skills of biomedical engineering students in English classes. All of them contribute to increasing the effectiveness of education and the development of students' various abilities and skills in order to train highly qualified specialists. They improve cognitive processes, develop self-regulation and creativity, ensure information competence and promote the development of communication skills. The use of information technologies in education is an integral part of modern higher education.

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COLLABORATION SKILLS ENHANCEMENT AT ESP CLASSES BY NOWCOMMENT PLATFORM AND PADLET

Introduction. Metacognitive skills are essential components of 21st century competencies, and among them, collaboration skills stand out. Researchers identify several sub-skills required to enhance collaboration due to its complex and multitasking nature. These sub-skills include taking personal responsibility for

contribution, managing shared tasks, active listening, providing constructive responses, conflict management, and negotiation. Resta and Laferrière (2007) and Cavanagh (2011) propose the concept of “cooperation competency” that encompasses several sub-skills. These sub-skills include responding in an open-minded manner to different ideas, even those that represent opposing viewpoints, acknowledging other perspectives before presenting a counter-argument, and recognizing the contribution of others to make everyone feel valued and satisfied. We endorse the idea of cooperation competency as a comprehensive term that encompasses the primary objective of collaboration – to find a common solution while respecting the viewpoints and backgrounds of partners.

Research design. In view of the complexity of collaboration, we clearly understand that it cannot be formed quickly, for example, during one class or activity. It should be a well-elaborated step-by-step plan focused on the development of all components and, therefore, influencing the selection of activities and technologies. We follow a clear algorithm of integration and development of collaboration skills: to look for opportunities to focus on a specific skill in a shared activity, practice language to use the skill, reflect on skill before and after the activity. As a general assessment tool for collaboration skills development we created a rubric based on the tool suggested by the Academy for Co-Teaching and Collaboration at St. Cloud State University (2012). We assess four collaboration components: contribution (engagement into the project, evaluation of shared information or ideas), team support, problem solving and communication (active listening, respectful attitude to the opposite opinion, timely team assistance).

It is obvious that collaboration development is impossible without technology integration into the learning process as they provide multiple opportunities for students as well as for teachers. Students communicate in networks such as Facebook, Instagram which are used to discuss and reach solutions in constant collaboration with friends and thus are an integral part of their lives. Moreover, technologies make it easier for teachers to track and assess the contribution of every student into a project or shared activity. Consequently, we are able to see the

dynamics of students' progress by making the learning process collaborative and personalized at the same time. Beltrán-Martín, I. (2019) supports the idea of collaboration development via technologies and identified three types of collaboration assisted by technology: remote (students communicate using an individual device via a shared chat); role-based (students carry out a project by performing their roles in it); shared screen (students work side by side sharing one device). This necessitates thorough lesson planning in order to consider the use of a shared or individual device, the type of learning activity with consideration of the features and requirements of the online platform or chat.

Results and discussion. Since we develop collaboration skills in ESP classes, we find it appropriate to combine the development of collaboration skills with language skills. One of technologies which we use for that purpose is NowComment platform. It provides opportunities to train writing language skills and skills of constructive respond with acknowledgement of others' opinion. By means of this online tool we can create a discussion about any document or piece of information relevant to the topic, ask students to edit a text, annotate a video or image, find advantages of the topic or rewrite a technical text so as to make it understandable for non-specialists etc. A teacher downloads any information and students are asked to comment on it in writing. It is especially useful for those students who are shy to speak or have a language barrier. It also suites flipped classroom since the students can acquire knowledge outside the classroom. One specific feature of this tool is that comments can be linked not only to the whole text, but to other students' comments, a paragraph or even a sentence. Students may also interact with each other at any place and time. Students do not need to interrupt each other or wait for their turn to speak. The comments should refer to the suggested information or the text but sometimes students may change the direction of the discussion to something more relevant for them, which adds to the authenticity of learning. In order to promote collaboration skills, we ask students to work in groups and give them a task which can be performed only through online communication. Among the benefits of this platform are multiple offhand discussions which exist in new exciting formats,

possibilities to write comments. All transcripts are available for students' review and teachers' assessment. Even shy students can participate actively, no one is interrupted. Students can cooperate with each other to explore the problem thoroughly from different perspectives.

Another useful tool for collaboration development is Padlet. It is a great platform to create a group project applying a variety of media (video, audio, presentations, photos, texts etc.) and can be used as a tool for the reflection or response. The teacher creates a shared "wall" for students to present their ideas on a topic or a problem solution. It is even suitable for the first lessons when students can introduce themselves using links to selfies or favorite citations without being peer pressed or interrupted. Among the benefits we would like to mention the facts that the tool provides teachers with possibility to monitor the project progress and see students' individual performances; it is a collaborative space to share ideas and information; it can serve as a peer-assessment tool; all students take part even despite their shyness and low confidence. For the peer-assessment we propose a class journal where students in groups present feedback on the lesson: what new information they acquired, what they did not understand, what additional information they would like to learn. All these features make Padlet an efficient tool for cooperative learning, knowledge creation, mutual objective assessment, team building, resources gathering, online dialogues and negotiations.

Conclusions. Collaboration skills are a crucial component of 21st century competence, and their development requires a well-elaborated plan focused on the development of all components. Our approach involves a clear algorithm of integration and development of collaboration skills, which includes focusing on specific skills in shared activities, practicing language to use the skills, and reflecting on skills before and after activities. Technology integration is a key aspect of developing collaboration skills, as it provides multiple opportunities for both students and teachers. Remote, role-based, and shared screen collaborations are assisted by technology, necessitating thorough lesson planning to consider the use of a shared or individual device and the features and requirements of the online platform or chat.

In our ESP classes, we combine the development of collaboration skills with language skills, using platforms like NowComment and Padlet. NowComment provides opportunities to train writing language skills and skills of constructive response with acknowledgment of others' opinions, while Padlet is a great platform to create a group project applying a variety of media and can be used as a tool for reflection or response. These tools promote collaboration skills by allowing students to work in groups and communicate online, providing multiple opportunities for discussions, knowledge creation, mutual objective assessment, team building, resources gathering, and online dialogues and negotiations.

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КОГНІТИВНІ АСПЕКТИ ВИВЧЕННЯ ТЕРМІНОЛОГІЇ ЯК МЕТОД ІНТЕНСИФІКАЦІЇ ПРОЦЕСУ ПІДГОТОВКИ ПЕРЕКЛАДАЧІВ

Ключові слова: переклад, когнітивний аспект, концептосфера, термінологія, компетенція.

Вступ. Переклад є однією з важливих форм міжкультурних взаємин. Перекладачі виступають посередниками між народами, які спілкуються в найрізноманітніших сферах життя. Окрім посередницької функції, перекладні твори виконують і творчу, продуктивну місію, бо завжди були важливим стимулом розвитку національних мов, літератур, культур.

Одним із результатів глобалізації спілкування стає вплив англійської мови на інші мови на прагматичному та дискурсному рівнях, що визнається багатьма лінгвістами (Bührig, House, & D. ten Thije. 2009, с. 251). У полікультурному суспільстві перекладач, який вільно володіє іноземною мовою, повинен ще бути обізнаним з комунікативними ознаками багатьох культур.

Кожен перекладач у процесі своєї практичної діяльності змушений постійно вирішувати проблему якомога тіснішої відповідності тексту, який перекладається, мовним і культурним особливостям цільової аудиторії. Отже, труднощі, які виникають у процесі перекладу, можна розглядати в когнітивно-семантичному аспекті, адже термінологія кожної галузі – це особливий семантичний простір.

У процесі навчання майбутній перекладач детально вивчає специфіку іноземної мови. Але в практичній діяльності перекладач знову і знову буде стикатися з окремими випадками, коли набутих знань не вистачить для адекватного перекладу. Тому крім постійного вдосконалення знання іноземної мови необхідно розширювати загальний тезаурус.

Антропоцентричний напрям у лінгвістиці, який розглядає мову у взаємозв'язку зі свідомістю, обумовлює необхідність вирішення низки питань перекладацької практики з урахуванням взаємодії мови, мислення та орієнтації перекладача. Тому процеси перекладу все більше вивчаються з когнітивної точки зору. Когнітивне термінознавство – важливий напрямок вивчення термінів та терміносистем, який пов'язаний з вивченням мови як різновиду пізнавальної діяльності людини. У межах когнітивного підходу мова розглядається як засіб доступу до процесів мислення людини.

У межах спеціальних галузей знань постійно відбувається поповнення термінологічного складу завдяки професійній діяльності людини. Дослідження термінологічної номінації сприяє розумінню суті професійних концептосфер, які є динамічними завдяки розвитку науки. Підхід до перекладу термінів повинен ураховувати їхні когнітивні особливості. Єдність слова і поняття, мови, мислення, лінгвістичних та екстралінгвістичних факторів – цим досягається адекватний переклад термінів. Переклад слід розглядати через призму когнітивних механізмів і структурних одиниць свідомості, щоб зрозуміти, яка ментальна репрезентація мовного знання в оригіналі і в перекладі.

Провідна роль когнітивного термінознавства у вивченні термінів та терміносистем пов'язана з дослідженням мови як різновиду когнітивної діяльності у процесі пізнання. Когнітивне термінознавство невід'ємно пов'язане з процесом категоризації, яка є способом класифікації термінологічної лексики з метою визначення базових понять, виражених термінами. Перекладач повинен розуміти внутрішні когнітивні структури мови оригіналу і мовне оформлення терміна. Для досягнення адекватного перекладу

термінів необхідно враховувати їхні когнітивні особливості, єдність мови та мислення, фактори, що впливають на номінацію і семантику термінів. Мова є невід'ємною частиною пізнання (когніції), вона відображає взаємодію психологічних, комунікативних, функціональних та культурних факторів, можливість вийти за межі власне мовного знання та здійснити аналіз співвідношення мовного значення та концептуального змісту, у якому мовні явища пов'язані з діяльністю людського мозку (Садовнікова, 2016, с. 13).

Метою нашого дослідження є вплив когнітивного підходу до вивчення термінології на інтенсифікацію процесу перекладу.

Актуальність нашого дослідження обумовлена зверненням до найновіших наукових парадигм сучасного мовознавства для дослідження галузевої термінології.

Методологія дослідження полягає в комплексному застосуванні різних методів: гіпотетичного, індуктивного, порівняльно-зіставного та методу аналізу.

Практичне значення дослідження полягає в можливості застосування отриманих даних у курсах лекцій з лексикології та когнітивної лінгвістики, у практиці викладання англійської мови спеціальності, у курсах перекладу.

Результати і обговорення. Терміни невід'ємно пов'язані з когнітивними процесами пізнання навколишнього світу. Інформація, яку містить термін, дає змогу говорити про наявність відповідних реалій, про міжнародні контакти, про рівень розвитку культури. Терміни стають засобом спілкування у спеціальних сферах, де використовуються як особливі когнітивні моделі, необхідні для професійної комунікації. У них закладені потенційні ресурси відображення спеціальних знань. Когнітивно-культурологічна інформація може дати ключ до розуміння соціально-історичних подій, показати процес формування професійних знань і терміносистем зокрема. Когнітивний підхід поглиблює розуміння терміна.

Ми провели експеримент, до якого були залучені студенти 3 та 4 курсу напрямку «Міжнародні відносини». Заняття проводилися з теорії та практики

перекладу англійської та іспанської мов. Було запропоновано тексти з галузі музики. Дві групи виконували переклад з англійської мови (однакові тексти), інші дві – з іспанської (однакові тексти). Дві групи здійснювали переклад з попереднім аналізом лексики, інші дві – без такого.

Ми розглядаємо музичну термінологію як специфічну концептуальну систему, що кодує певне професійне знання, яке відображає досвід, накопичений у сфері музики. Лексика музики являє собою значний корпус мовних одиниць, які обслуговують певні сфери суспільства. Вона знаходиться у фокусі інтересів широкого кола суб'єктів. Мова музики відрізняється від розмовної мови або мови художньої літератури певними лексичними, граматичними та стилістичними особливостями. Термінологія музики є складною структурою, що акумулює в собі лінгвістичну та екстралінгвістичну інформацію. Вона охоплює та обслуговує різноманітні реальні ситуації. Тому для її дослідження є актуальним когнітивний підхід. Отже, когнітивний підхід до дослідження музичних термінів дає змогу розглядати термін як результат когнітивної діяльності фахівців. Досліджена система відображає процес засвоєння та осмислення професійного досвіду і є моделлю професійної картини світу. Вивчення терміносистем за допомогою когнітивного аналізу дає змогу побудувати конкретні когнітивні моделі та глибше дослідити процеси їх формування та функціонування. У процесі перекладу необхідно враховувати культурні та когнітивно-семантичні закономірності в мовному структуруванні дійсності.

Студентам було запропоновано вивчення терміносистеми музики в англійській та іспанській мовах за допомогою когнітивного аналізу. Студенти були ознайомлені з дослідженням А. Ляшиної, С. Мишко, А. Мишко, згідно з яким у терміносистемі музики було виділено базові концепти англійською мовою: *style, genre, dynamics and expressive techniques, tone colour, texture, structure, duration, pitch* (Ляшина, Мишко, Мишко, 2022). Відповідно іспанською: *estilo, género, dinámica, métodos de expresión, timbre, textura, estructura, duración, tono*.

А також такі концептуальні ознаки: словесно-музичний твір та процес його створення (song, opera, arrangement,); люди мистецтва (composer, performer, singer, choir, orchestra, ensemble); музичні інструменти (piano, grand piano, violin). Іспанською: canción, ópera, acuerdo; compositor, intérprete, cantante, coro, orquesta, conjunto; piano, grande piano, violin.

У спеціальній лексиці, яка обслуговує сферу музики, вибудована певна ієрархія змісту та відповідна йому ієрархія термінів англійською: назви стилів (classical, blues, country, folk, jazz, pop, rock, etc.), назви форм (Sonata form, Minuet and Trio, rondo, etc.), назви музичної діяльності (playing, singing, composing), етнокультурні та регіональні особливості (plainsong, comic opera, carols, street cries, etc.), історико-культурні цінності та музична спадщина (live music, folk music, etc.). Відповідно іспанською: música clásica, jazz, musica pop; sonata, minué, trio, jugando; cantando, composición; coral, operetta; música en vivo, música folk. Серед домінуючих значень, які входять до концептуальної структури музики, можна виділити такі англійською: людські почуття (позитивно забарвлені: love, passion, empathy; негативно забарвлені: hatred, intolerance, cruelty), людські емоції (позитивні: joy, gaiety, admiration; негативні: sorrow, grief, suffering), людські якості (позитивні: kindness, beauty, generosity, amiability; негативні: selfishness, malice, hostility). Іспанською: amar, passion; odio, intolerancia, crueldad; alegría, regocijo, deleitar; tristeza, dolor, sufrimiento; amabilidad, belleza, sinceridad, amabilidad,; egoísmo, demonio, hostilidad.

Висновки. У результаті у студентів розвивалися певні компетенції, необхідні для перекладу, а саме: аналітичні здібності, вміння долати проблему незнайомих слів, дотримуватися жанрової конвенції мови перекладу. У групах, у яких студенти не проводили аналізу лексики, труднощі долалися довше.

Проведене нами дослідження показало ефективність когнітивного аналізу лексики у процесі навчання перекладу.

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DIGITAL TECHNOLOGIES AND STUDENT MOTIVATION IN ONLINE ESP CLASSROOM

Keywords: ESP, motivation, technologies, engagement.

Education, like any other field of human society, needs to adapt to new conditions where distance technologies play a crucial role. This means that teachers use modern information and communication technologies to create an attractive learning environment, while students gain education at a convenient time using gadgets. Innovative technologies make it possible to provide individual or group work, develop competencies, skills and diversify the content of learning, which affects the increase in motivation. Based on the current situation caused by the

pandemic and the war in Ukraine, universities are switching to a blended learning format, where online education has become a reality. In this article, we **aim** to analyse and present the factors and strategies for enhancing students' motivation in the ESP classroom using technologies.

Dimensions of student motivation in the online classroom. Motivation plays an important role in student academic success. The level of motivation determines whether a student will make an effort in learning, and will actively strive to learn the material. Motivation correlates with self-efficacy in adolescence (Lukianenko, 2011). Williams and Williams (2011) offer five dimensions for enhancing student motivation. The first one is related to the personality of a student, which involves a harmonious relationship between internal and external motivation. Internal motivation, which is related to the content of the activity rather than external factors such as reward expectations, is more likely to lead to success. Social conditions can significantly influence motivation to enroll in a higher education institution, and prestige can be a decisive factor in choosing a profession. Other factors that contribute to a student's success include perceived well-being, responsibility for their activities, conscientiousness in achieving goals, social competence, learning pace, time spent studying, attendance, and long-term learning plans. The second dimension focuses on the personality of a teacher and includes knowledge, motivation, qualification, assessment methods, management skills, individualization of learning, awareness of students' needs and interests, empathy, and trust.

The third and the fourth dimensions are about the content and methods of teaching and emphasizes the need to create a course that is relevant to students' needs and level, with clearly formulated goals, flexible teaching techniques, and opportunities for student feedback and choice. The fifth dimension covers the environment. The creation of an environment of collaboration, cooperation, reduction of social tension, and enhancing critical thinking will contribute to increasing the motivation of students.

Important factors for successful ESP teaching include the development of necessary competencies in students, critical and creative thinking, cooperative

learning, practical orientation, and the use of modern information technologies. It is recommended to inform students about the objectives of the course and curriculum, assessment tools at the first lesson. Realistic tasks should be set and students should be encouraged to achieve them. The complexity of the tasks needs to correspond to the abilities, experience, and knowledge of the students. The material should meet the needs of students and have practical applications in real life. If the teacher presents the material with enthusiasm, humor, and with a sufficient number of visual aids and examples, and offers interactive tasks, students will be more motivated and interested in the subject. Respect for the student, individual approach, consideration of student needs, empathy, and trust are the predictors of successful interaction in the learning environment. Also, determining the individual learning style of students and adapting tasks according to their psychological characteristics has a positive impact on motivation and academic performance.

The use of gamification, dramatization, problem-based and project-based learning are ways of teaching that increase motivation, critical thinking, teamwork skills, and self-effectiveness. These activities should encourage students to take intellectual risks, find connections between effort and achievement, stimulus and success. It is important to provide problem-solving tasks that students can solve according to their level of knowledge, experience, and abilities. These types of activities should stimulate healthy competition and purposefulness.

Strategies and technologies to increase student engagement and motivation. Engaging students in an online ESP classroom is a key to enhancing their motivation to learn (Stefanova & Zabunov, 2020). Here are some strategies teachers can use to increase student learning engagement and motivation:

- Using multimedia materials: incorporate videos, podcasts, images to make the learning experience more interesting and interactive. Multimedia materials can help students understand complex concepts and keep them engaged.
- Incorporating group activities such as online discussions, peer reviews, and collaborative projects will inspire students to work together and learn from each

other. Group activities can also help students feel more connected to their classmates and increase their motivation to learn.

- Introducing interactive tools such as online quizzes, polls, and games to make the learning experience more engaging and fun. Using these tools, students stay focused and motivated while learning.

- Personalizing the learning experience by tailoring the content and activities to each student's interests and needs. This can help students feel more engaged in their learning and increase their motivation.

- Providing regular feedback on student progress and motivating students to reflect on their learning which makes students feel more involved in their learning and motivated to improve language skills.

- Encouraging student participation in class discussions, ask questions, and share their ideas.

- Making learning relevant to the students' goals will help students see the value in what they are learning and increase their motivation.

By using these strategies, teachers can increase student learning engagement and motivation in an online ESP classroom, and create a more positive and effective learning environment.

There are various technologies that can be used in an online ESP class to enhance student learning engagement and motivation. Learning Management Systems (LMS) such as Moodle, Canvas, or Blackboard can be used to create interactive and multimedia-rich course content, provide online quizzes and assignments, and facilitate group collaboration and communication. Video conferencing tools such as Zoom, Google Meet, or Skype help to conduct live virtual classes, facilitate group discussions and peer-to-peer interactions, and provide real-time feedback to students. There are many multimedia and interactive tools such as Kahoot, Quizlet, Mentimeter, and Edpuzzle which can be used to create interactive quizzes, polls, games, and videos that help to engage and motivate students. Teachers can use online libraries and databases such as EBSCO, SCOPUS or Google Scholar to provide access to a wide range of academic articles and research papers relevant to

the ESP course topic. Interactive Whiteboards can help to create immersive learning experiences that transport students to real-life scenarios, museums, or historical sites. Social media and communication tools (e.g. WhatsApp, Twitter, or Padlet) can be used to encourage student participation, facilitate peer-to-peer communication, and provide opportunities for collaboration and discussion. By leveraging these technologies, it is possible to enhance the online learning experience, increase student learning engagement and motivation, and create a more effective and efficient learning environment.

Conclusions. To sum up, technology can be used to personalize the learning experience by providing students with access to resources and activities that are tailored to their interests and learning needs. This can help to increase student motivation in the ESP classroom by making the learning experience more relevant and meaningful to their individual goals and aspirations. Technology can also facilitate collaboration among students, enabling them to work together on projects, share ideas and feedback, and learn from one another. This creates a sense of community and shared learning, which increases student motivation and engagement. Timely and constructive feedback on students' progress helps to motivate them to improve their skills and knowledge as well as provide students with immediate feedback on their performance. By using technologies, students get access to a wide range of resources and materials, including academic journals, videos, and online libraries which broaden their knowledge and understanding of the subject matter, and inspire them to explore new ideas and topics. All of these create a more engaging and motivating learning experience for students, which can help to increase their motivation to learn ESP and achieve their learning goals.

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ENGLISH AS A MEANS OF INTERDISCIPLINARY COMMUNICATION IN THE INTERNATIONAL ECONOMIC RELATIONS

Keywords: communication, international, economic relations, interdisciplinary.

Introduction. English has become the language of the world communication in the field of business due to the rapid process of globalization of the world through the Internet and information. Most of the international correspondence is presented in English that is actively used in the international economic relations. The interdisciplinary communication is a phenomenon, the essence of which is a constructive interaction between representatives of different fields within a clearly defined space-time continuum. The historical development of English as an international language has begun in the 18th century, and the sphere of its distribution is growing even now. This is explained by the constant rapid process of globalization of the world through the Internet and information.

Methodology. According to D. Crastal, English has become the language of the world communication in the field of business (Crastal, 2003). This language has simplified the exchange of messages between interlocutors. Their number is constantly growing around the world. It is noteworthy that in English-speaking

countries, it is increasingly popular in the companies to train employees in the linguistic features of communication with foreign partners in order to improve the effectiveness of business contracts.

According to Karasyov, the emergence of a new linguistic phenomenon – the international English language in the XXI century. It will embody the features of all national variants of the English language in such areas as: mass media, advertising, the film industry, pop music, tourism, international business, international security (creation of unified language systems Seaspeak, Emergency Speak, Airspeak), education, international communications. It has also a special role at the international conferences, symposia or meetings. English is the language of international communication, the common lingua franca, the intermediary language for communication between representatives of different language communities. One billion, that is, 20% of the world's population, speak English. More than 75% of international correspondence (letters, e-mails) and 90% of information on Internet sites are presented in English that is actively used in modern international economic relations.

Discussion. English Proficiency Index found that for economies around the world, higher English proficiency correlates with higher gross domestic product, higher net income, and higher productivity. To be clear, there's no evidence that English proficiency drives this economic success. But the complex relationship between language skills and economic growth – with greater wealth facilitating more English training, and English skills helping economies stay competitive – highlights the role that English can play in broader schemes for economic growth (English and the economy).

The language of the international communication is a channel for the involvement in modern international economic relations. Mastering the English language by a wide range of citizens of Ukraine stimulates the implementation of the world achievements of economic, political and legal culture in the society, which are absolutely necessary for the modernization of people's social lives. In particular,

this would certainly help to improve the investment climate and intensify the participation of the Ukrainian economy in the world market.

Speaking about a special role of English in the international economic relations and business communication, it is worth mentioning that English has been declared an official language of the international and multinational corporations. Approximately 50% of the companies in Europe communicate in English with each other. As an example, «Philips» is Dutch international company, where English was chosen as the language of communication, rather than Dutch. A similar situation is observed in German company «Porsche», where English is preferred over German, despite the fact that many Germans work in the company, as well as the fact that German is also the language of the world communication (see Hroza et al., 2019).

There is a direct correlation between the English skills of a population and the economic performance of the country. Indicators like gross national income (GNI) and GDP go up. In our latest edition of the EF English Proficiency (EF EPI), the largest ranking of English skills by country, we found that in almost every one of the 60 countries and territories surveyed, a rise in English proficiency was connected with a rise in per capita income. And on an individual level, recruiters and HR managers around the world report that job seekers with exceptional English compared to their country's level earned 30-50% percent higher salaries.

There is a correlation between English proficiency and a country's service exports as well as the value-added per worker in services. As the complexity and sophistication of economic exchange increases, so does the demand for linguistic competencies. A growing number of MBA programs demand fluency in English and a second, sometimes third, language. The economist Pankaj Ghemawat estimates that countries that share a language trade 42% more with each other than they would if they did not share a language. Although technology and AI will increasingly assist in routine translation, we are a long way from a language engine that can understand the cultural nuances humans routinely navigate in everyday communication (English and the economy).

Results. In the current global crisis, awareness and action have grown to ensure staff can take advantage of distance learning through the same tools they otherwise use to do their work. Companies, including EF, have worked to provide free online learning opportunities to organizations as well as key workers, such as the English for Angels program to provide online English courses to frontline medical workers in China. The governments of France and Colombia have stepped in with considerable support for online English language training to help workers continue their professional development. Such examples are an inspiration and highlight the importance of English language skills to make global connections wherever you are (McCormick Ch).

The companies and governments do rise to the challenge of future-proofing their employees' fluency. Given the cost and complexity of meeting language needs in global organizations, it pays to do this well, and with care. Through needs analysis and target level profiling, companies can better understand who needs what level of English fluency to be effective in their jobs. English language testing can establish the baseline for individuals and teams, which can be compared across companies, industry sectors, and even countries. A coherent language training policy can then be communicated to help L&D professionals support learning outcomes for both today's needs and talent management for tomorrow, supported by real-time progress tracking to measure impact (McCormick Ch).

The interaction between English proficiency and gross national income per capita is a virtuous cycle, with improving English skills driving up salaries, which in turn give governments and individuals more money to invest in language training (Sokur, 2014). On a micro level, improved English skills allow individuals to apply for better jobs and raise their standards of living.

Conclusion. To sum up, the society needs training of a new generation and advanced training of managers and specialists working in state and local self-government bodies, the formation of a real and prospective reserve of their personnel, so that specialists are timely prepared to fill new positions, including in new structures of the state apparatus, to improve the quality and increase the efficiency of

the management process. Thus, one of the priority directions of the international economic development of Ukraine is the qualitative development of advanced English training.

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INSTAGRAM IN TEACHING ENGLISH FOR SPECIFIC ACADEMIC PURPOSES

Keywords: English for Specific Academic Purposes, Instagram, social networking sites.

In today's globalized world, effective communication skills in English are increasingly important, particularly in the business world. As a result, English for Specific Academic Purposes (ESAP) has become a key part of university curricula, with the aim of developing students' language skills relevant to their field of study.

While traditional methods of teaching ESAP have been successful, there is growing interest in integrating social media platforms, such as Instagram, into language instruction. Instagram's visual and interactive features make it a promising tool for language learning that can facilitate student engagement, collaboration, and creativity. However, despite its potential benefits, its use in ESAP, particularly in business English university courses, has not been extensively researched.

Social networking sites have been the focus of various linguistic and methodological research studies in different educational contexts (e.g., White et al., 2011; Joosten, 2012; Patrut & Patrut, 2013; Mallia, 2014; Greenhow et al., 2016), including language education (Pegrum, 2009; Chan, 2011; Lamy & Zourou, 2013; Motteram, 2016, etc.), most studies have focused on Facebook, Twitter, YouTube, and MySpace, as well as educational social networking sites such as Edmodo, Ning, and Elgg. Instagram has only gradually become of interest to teachers and researchers.

Instagram can also be leveraged in the context of English language learning for specific academic purposes, specifically business English. Through integrating language and content, students can simultaneously develop their language proficiency and knowledge of industry-specific topics, which can better prepare them for real-world professional contexts. With the use of Instagram, students can create and share content that reflects their understanding of both language and business concepts, ultimately enhancing their language skills and developing their critical thinking, problem-solving, and communication abilities, all of which are highly valued in the business world. Various studies have shown that Instagram can enhance language learning through collaborative and creative content production (Erarslan, 2019), personalized learning experiences (Al-Ali, 2014), meaningful interaction and learner autonomy (Rahmah, 2018; Pujiati et al., 2019; Mansor & Rahim, 2017; Mustain et al., 2019; Maslova et al., 2019), and developing multiliteracies in the digital environment (Leier, 2018).

Therefore, the **purpose** of the article is to explore the potential of Instagram in supporting ESAP teaching and learning, with a focus on English for students of

economics. To achieve this, the article presents a case study of Instagram's implementation in a university setting. The findings shed light on the benefits and challenges of using Instagram for ESAP and offer practical recommendations for language educators who wish to integrate social media into their teaching practices.

The methodology employed in this study comprises a mixed-methods approach, combining qualitative data from observation and a semi-structured group interview with quantitative data from a Likert scale questionnaire. This methodology provided a comprehensive understanding of the students' experiences and perceptions of using Instagram as a language learning tool at the tertiary level.

Instagram was selected for the study due to its easy accessibility and popularity among students at the University of Economics in Bratislava, which was determined based on a questionnaire filled out at the beginning of the semester in September 2020. Instagram was used by 183 out of 191 respondents, second only to Facebook, with 184 users. At the same time, more than half the participants (54 per cent) answered that they would welcome social networking sites becoming part of their English language course if it was a controlled activity.

The research involved assigning a group of 26 students at the Faculty of Commerce four different tasks to complete using Instagram to explore its potential in supporting language learning. These tasks were designed to develop language proficiency and knowledge of industry-specific areas, which could better prepare the students for real-world professional contexts. The assignments were chosen based on the units covered during the Business English course: communication, marketing, doing business internationally, and success.

Firstly, a joint account *businessstudentsof* was created to separate students' and teacher's private and professional use of Instagram. The tasks were arranged from passive to active use of Instagram, starting with a written summary of companies' communication with their target audience on Instagram, continuing with posting two different types of advertisements produced by students, and finally, celebrating students' success in passing examinations.

Following the completion of each task, the students received feedback from their peers and teacher. This feedback aimed to improve their understanding of the task and further develop their language skills. A semi-structured group interview was conducted to gather detailed information on the students' experiences, including their attitudes towards the tasks and perceived benefits and challenges. Finally, a follow-up anonymous questionnaire comprising ten questions was administered using a five-point Likert scale (1 – strongly disagree, 5 – strongly agree) to measure the students' level of agreement or disagreement with specific statements related to their experience of using Instagram for language learning.

Results and discussion. The findings from the interview and questionnaire provide valuable insights into the effectiveness of Instagram activities in a Business English course at the university. The overall results indicate that the Instagram activities were positively received by the students, with the majority of 20 respondents reporting that they found the activities engaging, relevant to the course content, and helpful in improving their language skills with a median score of 4 and a frequency distribution showing that most participants selected a favourable value on the Likert scale.

While the Instagram activities were generally helpful for developing writing skills (median 5) and team collaboration, they were not perceived to be as effective in developing speaking and listening skills (median 2). This may be due to the nature of Instagram as a primarily text-based platform and future studies could explore other features of Instagram or alternative social media platforms that are more conducive to developing oral communication skills.

The individual tasks associated with advertising and promotion were rated most positively, which can be explained by the fact that they provided students with the opportunity to engage in authentic tasks that mimicked professional situations they may encounter in their future careers. Most participants (65%) recommended including Instagram-based tasks in future Business English courses. This positive response could be attributed to the platform's visual and interactive nature and an authentic and relevant context for language use.

In **conclusion**, the implementation of Instagram activities in a Business English course was found to be engaging, relevant, and helpful for improving language skills and motivation, which may be the subject of further research in order to objectively ascertain improvements in language skills. The majority of students would recommend using Instagram in future courses. The activities were also found to be helpful for developing team collaboration skills and providing opportunities for creative expression. The findings suggest that Instagram can be a powerful tool for enhancing language learning and engagement in Business English courses. However, it is crucial to consider the limitations and potential areas of improvement in future implementations, and the issue of plagiarism, particularly on social networking platforms such as Instagram, should be emphasized at the beginning of university courses. This study lays the groundwork for further exploration of Instagram's potential in language learning and highlights the importance of incorporating student feedback in course design and evaluation.

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THE PLURILINGUAL AND PLURICULTURAL COMPETENCES ON SOCIAL NETWORKS AND THEIR IMPACT ON TEACHING FOREIGN LANGUAGES

Keywords: plurilingual and pluricultural competence, plurilingualism, multilingualism, social networks.

Introduction. The linguistic notion of plurilingualism refers to an individual's ability to use more than two languages. In practice, this linguistic and culturological phenomenon is most often manifested by the ability of an individual to move smoothly in communication from one to another and yet another language. Plurilingualism also benefits from the coexistence of knowledge of several languages, while positively influencing each other, which ultimately achieves an even higher level of communication skills. For example, the use of some phrases and comparisons specific to one language can sometimes even be successfully transposed into communication in a different language.

At the same time, plurilingualism is also a personality trait, which is manifested in the action of the communication situation – the state resp. the result of the language learning process (Bernaus, et al., 2007), which is understood in the

context of pluriculturalism. “Language is not only an important aspect of culture but also a means of cultural expression.” For this reason, too, we can state that both of these competences of an individual – plurilingual and pluricultural, are inextricably linked.

In contrast, multilingualism (including multilingualism or collective multilingualism), which differs from plurilingualism, represents knowledge of several languages, resp. the coexistence of different languages in a given society (SERR/CEFR, 2006 In: Habrmanová, 2017). Thus, multilingualism focuses not only strictly on the individual but also on the group as a whole or even on society as a whole.

It is therefore necessary to distinguish between the two concepts – the concept of plurilingualism and the concept of multilingualism.

Some educators looked at social media sites, even before the Corona crisis of 2019–2022, not only as a means for developing content knowledge and nurturing engagement and motivation but also for the 21st-century skills they enable. (according to Powers, & Green, 2016, p. 138) The Corona crisis only accelerated this phenomenon of implementing social media networks into the education process because their usage became a must for the ongoing operation of education.

Although a vast majority of teachers, before the Corona crisis 2019–2022, were using social media in their personal and professional lives, fewer than one in five (18%) were implementing it into their instruction. Ironically, almost half (47%), believed that it could enhance learning (K-12 Teachers, 2014 In: Powers, & Green, 2016, p. 135).

Methodology. Our survey of plurilingualism on social networks was performed on the specimen of 221 students (N= 221) of the first degree (bachelor’s degree) of university studies at faculties with economic specialization (University of Economics in Bratislava, Slovak Republic) in 2021. The survey was administered online anonymously.

The main aim of the survey was to find out the usage of various languages in terms of plurilingual and pluricultural competence, when communicating with

partners on various social networks during online education and on social networks generally.

The questionnaire contained 17 multiple-choice questions, from which four questions searched for nominal information about the category of respondents (gender, age, type of study, mother tongue etc.). The second part of the survey, which contained 13 inquiries, was aimed at searching for the native language, active or passive knowledge of various languages, and the usage of special phrases as well as at detecting possible communication breakdowns of respondents. The survey aimed to find out if partners in communication on social networks during online lessons, as well as generally, when communicating on social networks, were somehow mutually enriched in terms of multicultural competence, i. e. if the respondents gained any information about the country or culture of their foreign language partner or friend on social networks. All responses were subsequently evaluated as a percentage by looking at the whole set of respondents.

The whole sample (N= 221) consisted of 156 female participants, which represented 71% of the whole research cohort, and 65 male participants, who represented 29 % of the whole research cohort.

As the majority of the specimen were students of their first, bachelor's degree in university studies, the main part of which – 77% – 171 respondents belonged to the age category of 20 – 25 years old. The rest – 22% – 48 respondents were students who belonged to the age category of 18 – 19 years old adolescents.

According to the type of study, the respondents were scattered into two groups: the full-time students 99% – 219 of the whole number of the specimen (N=221) and the distance study students 1% – 2 students.

We included the question about possible respondents' occupations in the questionnaire due to the fact, that their activity on social networks, using various languages, can be enhanced by keeping in touch with their professional contacts. We also investigated the employment status of respondents, they might have chosen from four categories, with these results:

occasionally working 53 %– 117 respondents,

not working at all 28%– 62 respondents,
having a part-time job 18%– 40 respondents,
working in a full-time job 1 %– 2 respondents.

Results and discussion. The majority of respondents indicated having the Slovak language as their mother tongue – 82%. Then there were respondents with the Ukrainian native language in the second place – 9% and the Russian language as their mother tongue in the third place – 6%, this was due to many students from Ukraine and Russia completing their studies in Slovakia at the time of the survey entering. There were respondents with the Hungarian native language in the fourth place – 5% due to numerous Hungarian national minority living in the south-eastern part of Slovakia.

The replies to the inquiry aimed at whether the respondents had spoken more languages at home showed, that the majority of respondents 86% – 191 according to all received responses had not spoken at home various languages. Only 14% – 30 respondents indicated that they had spoken more languages than one at their home.

The responses to the inquiry on which social networks the respondents had used to communicate on, showed, that the absolute majority of respondents 90% – 198 had used to communicate on Facebook, then, concurrently in a close row, 87% – 192 respondents had used to communicate on Instagram. The third most popular social network was WhatsApp 45% – 99 respondents indicated that they had communicated on this social network. Then there were 24 % – 54 respondents who indicated the response Other i. e. they had used also any other social network for communication (Badoo, Clubhouse, Discord, Messenger, Reddit, Snapchat, Telegram, Threema, TikTok, Twitch, Viber, Vk.com, V Kontakte, WeChat, Weverse etc.). The social network Twitter had been chosen by 3% – 6 respondents from all received responses and the social network LinkedIn had been indicated by only 2% – 5 respondents of the whole amount of submitted responses. The low number of respondents (2%), who had indicated communicating on LinkedIn, was most

probably caused by the fact, that the respondents were students and therefore not yet fully professionally active.

As Carhill-Poza, and Kurata (2021) stated: “Teachers can facilitate student engagement with language learning online in the same ways that they support their in-class social network development: by raising awareness of the importance of relationships for language learning, connecting students to online networks when possible, setting reasonable expectations for the development and maintenance of social networks via technology, and facilitating reflection on the role of technology-dependent relationships in L2 learning.”

The responses to the inquiry on what languages the respondents had used to communicate on social networks, excluding their mother tongue, indicated, that:

the great majority of inquired respondents 92% – 203 had used the English language except for their mother tongue to communicate on social networks, we can state, that the English language is still more and more the lingua franca also in the new online era of communication. In the second place, the respondents had used, except their native language on social networks, the German language 30 % – 67, and in the third place the Czech language 22 % – 48. The inquired respondents could have chosen more options.

The main goal of the survey was to find out how often probands used more than two foreign languages when communicating on social networks and how they applied their multilingual competence within the frame of plurilingual and pluricultural competence.

From the whole specimen of respondents (N=221), it was found, that 39 % – 87 of the inquired respondents had used two added languages for their communication on social networks excluding their own native language, which created a good precondition for the implementation of plurilingualism, 4 % – 9 of the inquired respondents had used three added languages for their communication on social networks excluding their own native language, 2 % – 5 of the inquired respondents had used four extra languages for their communication on social networks excluding their own native language and 0,9 % – 2 of the inquired

respondents had used even five extra languages for their communication on social networks excluding their own native language at the time of survey administration. “As students become proficient in two languages, they gain social and cognitive advantages. Studies have shown that bilingual people are, on the whole, more flexible, better problem solvers, and better communicators. In addition, learning a second language can improve a person’s memory and even protect against the effects of aging on the brain” (Zemach, 2021).

The responses about communication partners of respondents were mainly: 98 % – 216 friends whom they had also known personally, in the second place 86 % – 189 class or schoolmates.

Based on our survey’s results, we can see the indicators that people who can communicate in three languages except for their mother tongue at the same time are still rather unique in everyday life in contrast to people able to communicate in two languages except their native language.

In our research, only 1 of the whole 221 respondents was found, who had listed more than two languages as their mother tongues, specifically, the combination of these three: “Russian; Ukrainian; English-British English;” were indicated. In this case, it can be argued that the respondent since the cradle had also taken on the ability to apply the benefits of plurilingual communication in verbalization and at the same time had started to develop pluricultural competence.

56 % – 123 of all received responses stated, that the respondents had sometimes, but not often, been surprised by a foreign language friend using a special fixed phrase of idiom, comparison, metaphor or metonymy, saying, etc., which they had not understood and had had to look for its meaning or had asked for an explanation, 35 % – 78 of all received responses stated, that the respondents had never been surprised by a foreign language friend using a special fixed phrase of idiom, comparison, metaphor or metonymy, saying, which they had not understood and had had to look for its meaning or had asked for an explanation, 12 % – 26 of all received responses stated, that the respondents had often been surprised by a foreign language friend using a special fixed phrase of idiom, comparison, metaphor or

metonymy, saying, etc., which they had not understood and had had to look for its meaning or had asked to ask for an explanation thus acquiring something new from a linguistic point of view. Merely 3 % – 7 of all received responses stated, that the respondents had chosen the item “If yes, try to give a specific example/examples” as their response. The respondents indicated to have learned some special idioms, or phrases, which they had acquired from their foreign language friends or partners when communicating on social networks.

Conclusion. Our results show that dynamic bilingualism was present in many respondents of our survey, according to No. 5 question responses, 38% (84 respondents) had used two languages, their mother tongue and an additional language, to communicate on social media, either privately or for education, professional purposes, etc. Dynamic bilingualism refers to translanguaging, which is characterized as the common use of language in bilinguals (García, 2011).

Another sign of a successful application of plurilingualism is the mutual influence of used languages. From the responses to question no. 13 – “In case you use a foreign language used in another country to communicate via a social network or networks, this use of a foreign language on the social network has helped you” stated 66 % – 146 respondents that mutual communication had helped them to improve: their communication skills – particularly the fluency of speech in this foreign language. 20 % – 44 of all received responses state, that the usage of a foreign language on social networks helped the respondents gain knowledge of the culture of the country where the mentioned foreign language is used, which also implies an improvement in pluricultural skills.

Furthermore, 72% – 160 respondents stated that they had enriched their vocabulary in a foreign language by communicating on social networks.

Almost half of all respondents, 49% – 109, also stated they had got to know some slang and colloquial expressions from communication on social networks in foreign languages that they would not have learned otherwise.

From the hitherto mentioned findings of our survey, it can be fairly unequivocally concluded that the mutual enrichment between languages in

respondents is present and that from mutual communication respondents constantly learned something new about the culture of the country or political or other situations in the region. Thus, students showed signs of being interinfluenced in using several languages mutually.

“Teachers can support their students’ long-term language development in several ways: by raising awareness of social networks that support language learning, linking students to opportunities to cultivate those networks, setting clear and demystified expectations for building and maintaining relationships, and reflecting on language use and identity in students’ social networks. Teachers can do this by directing students to peer social networks including online learning communities, L2 social clubs, extracurricular activities, and elective coursework” (Carhill-Poza, & Kurata, 2021).

The results of our survey provide a good premise for further research on the issue of plurilingual and pluricultural competence in foreign language teaching using online social networking sites as well as implementing it in face-to-face instruction.

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NEW LEARNING PARADIGM IN THE ERA OF DIGITALIZATION

Keywords: new learning paradigm, 21st century skills, educational technology, digital immigrants, digital natives.

Introduction. 21st century was declared to be the age of information and communication technology, which has become an integral part of our lives. Accordingly, a new learning paradigm is required to prepare students for success in the new global economy and digital environment. The Framework for 21st Century Skills, developed in 2011, identifies the skills, knowledge and expertise needed to be effectively taught in addition to core academic subjects, and these include:

- learning and innovation skills, also known as “four Cs” (communication, collaboration, critical thinking, and creativity);
- life and career skills, focused on personal and professional qualities, such as flexibility, initiative, productivity, leadership and responsibility; social and cross-cultural skills;
- information, media and technology literacy (Stauffer, 2022).

The demand for promoting 21st century skills in the curriculum design was made, and a large number of study materials as well as special crash courses have been developed in order to evaluate learners’ skills in the above areas and

demonstrate the value of the new paradigm. However, there is still a problem of deciding on the appropriate methodologies that would allow cultivating participation, innovation, and creative thinking.

Objective. The truth is that these days learners must be taught not only the new skills but also in a new manner. As 21st century marked the advent of digitalization and wide spread of information and communication technologies, it has become clear that we need to rethink not only what is to teach, but also how knowledge is delivered, accessed and shared in the classroom. The teaching methods must be revised, updated, and adjusted to the digital educational contexts, and it may cause some issues. In particular, there are concerns if educators can apply technology for the purpose of making the classes both engaging and effective so that the learners, who are considered to be tech-savvy multitaskers, would benefit most of the new learning paradigm, and the new teaching approaches and resources adopted. For this reason, this paper aims to consider the consequences that the generation gap may have for wisely selecting 21st century methodologies and implementing educational technologies in the teaching practice.

Methods. The current generation is represented by young people who cannot imagine the old times when there was no internet and smartphones. They have been growing up with technology all around them, with digital devices and multiple applications affecting their daily activities, such as communication, meetings, reading, gaming, and entertainment. Observing their behavioral preferences for the use of digital gadgets or technology, Prensky (2001) has coined the terms “digital natives” and “digital immigrants” to distinguish between the today’s tech-savvy generation from the previous one, which was born before the existence of digital technology and thus had to learn to adapt to the multimedia environment.

Thinking patterns of digital natives are reported to have changed and this should be taken into account when developing new school methodologies. In fact, digital natives are assumed to have sophisticated technical digital skills and prefer parallel processes and multi-tasking (Fig. 1). The studies indicate that they have a shorter attention span, like constant connectivity, and learn better at their own pace,

using mixed media and visually-stimulated messages, especially short videos. Therefore, in the present-day classroom educators are expected to offer more hyper texts, graphics, networking, and gamification.

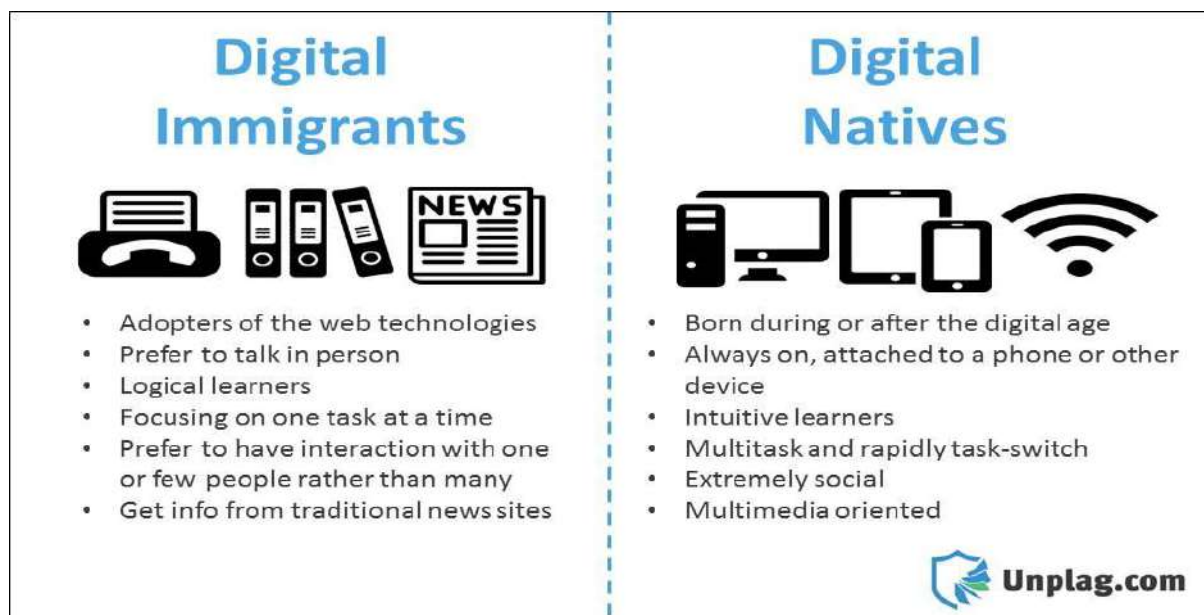


Fig. 1 Digital immigrants vs. digital natives (Unicheck, 2015).

However, according to Bullen et al. (2008) it turns out that even though today's students are immersed in digital technologies all their lives, they appear to use a large quantity and variety of technologies primarily for being socially connected and getting some entertainment, but are not actually digitally literate in using technology to support their learning. In particular, the findings show that

- digital natives fail to recognize the enhanced functionality of the applications they use;
- they often need some training in order to learn how to make use of technology for learning and problem-solving purposes;
- they should be taught digital literacy to be able to find, evaluate, create, and communicate information, which requires both cognitive and technical skills.

Some digital immigrants, on the other hand, may command superior knowledge of technology and become a proficient user of digital devices. Thus, if there is a gap in the digital media consumption between students and their teachers, it can be bridged, being mostly determined by the way new technologies are integrated into educational courses (Kirschner & De Bruyckere, 2017).

Moreover, most studies tend to make the distinction between digital natives and digital immigrants only based on their age. With this respect, all younger computer users born after the 1980s are considered as digital natives, and adults born prior to the 1980s are placed on the other side of this gap as digital immigrants. This age-based dichotomous classification has already received much criticism. It is argued that instead of having two types of digital users, which are mutually exclusive, it is more advisable to treat digital users of different ages by the level of their digital competence and preferences to use technology, which should be presented as a continuum (Kesharwani, 2020). This does not mean, however, that education can remain unchangeable. It does have to respond to the challenges of modern technological progress, but it can be done along with appreciation of the influence of adults, originally viewed as digital immigrants, that can be exerted in the larger digital landscape inhabited by young people.

One can also point out that it is digital immigrants who are able to teach 21st century skills that go beyond the scope of digitalization. They can teach problem-solving skills required to carry on when technology fails. They should teach digital natives about the value of human contact for collaboration and teamwork, because when staying connected via phones and other devices, digital natives miss realizing the importance of social cues or nonverbal communication, such as body language, tone of voice, facial expression, etc. Furthermore, digital immigrants need to teach critical thinking skills, which are necessary to assess the limitations of technology and evaluate the credibility of media sources (Riegel & Mete, (2017).

Results. The terms “digital immigrant” and “digital native” are now in such common usage that it is easy to forget that they are metaphors which carry with them some hidden assumptions (Bayne & Ross, 2007). In fact, digital immigrants are able to use the right digital tool at the correct time for the desired learning goal within a given teaching context, and this means that the teacher plays a crucial role in deciding on how 21st century classroom should look like.

To make the approach to today’s schooling more appealing to the next generation today’s educators can take better advantages of the online teaching tools,

flipped classroom, blended learning courses, educational games and gamification, introduce more hyper texts, graphics, multimedia, and welcome a wider use of mobile phones and social media for educational purposes.

It is true that teachers who are digital immigrants may lack appropriate expertise to adopt educational technology and have received little training. However, there are solutions to this problem, which could be helpful in both training instructors and instructing students (Halem et al., 2022, p. 277). In-service training and better incentives for educators can increase the overall productivity of education industry.

Conclusions. The new learning paradigm requires not only focusing on the development of new skills such as critical thinking, collaboration, and problem solving, but also on the adoption of digitalization of the educational process.

Of course, it is not that quick and easy to measure the effectiveness of applying digital tools and apps in the classroom; as a result, one may question whether teachers are able to make the necessary changes and profit from a wide spread of digitalization technology, which has been advocated as a new means of teaching, especially to the young generation of digital natives. In fact, the problem why educational technology fails to bring immediate benefits is caused by the challenges which arise particularly when it comes to implementation and use. First of all, the skills and knowledge of both teachers and students should be upgraded in order for them to take best advantage of the innovative classroom technology. Secondly, there must be continuous support from school administration so that educators could enhance their professional competence, with digital competence included, and have time and resources to conduct action research in their classes, reflect on their practices, and collect data on student performance. All in all, even in terms of 21st century digitalization, it is teachers who have a say in what technology should be used for educational purposes, and how it can be done most effectively.

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THE BASIC ASPECTS OF LANGUAGE STUDYING IN INTERCULTURAL COMMUNICATION

Keywords: intercultural communication, different aspects, globalization, national peculiarities.

Introduction. Due to the rapid development of modern world the notion of communication has become one of the most important parts of the person’s life. In general, the process of communication means not only the exchange of information between people, but also it embraces such means as channels of transmission and receiving of information with the help of machines, devices, artificial intelligence, computer networks and programs, culture signs, space satellites, etc. Communication in particular is the main way of human’s interaction, the most active form of people’s activities. Besides verbal means of communication, there are also nonverbal ones, that accompany or replace the ordinary way of exchanging information. The processes of globalization and international cooperation among peoples in the world have already changed the mode of communication. Establishing business and friendly relationships with representatives of other countries requires knowledge of foreign languages. But it is not enough, because the main obstacle in communication with foreigners is the ignorance of their ethic and cultural peculiarities. Nevertheless, only the knowledge of foreign languages helps to learn and understand better all differences in ethic and cultural features of other nations. Knowledge of other nation’s language is an essential component of intercultural communication and the very first step to establishing successful communication

between representatives of different nations and cultures. Knowledge of language is fully conscious perception of language as a treasury of certain knowledge about a man and the world, which is recorded in vocabulary, phraseology, grammar and other ways of linguistic expression. But the conscious and deep knowledge of the language or the languages appears most often in the process of knowledge about the national and cultural peculiarities of different peoples, forms intercultural competence, without which mutual respect and understanding between nations couldn't be achieved. The aim of this paper is to define the main ways in achieving mutual understanding between nations via studying the basic elements of intercultural communication. The purpose of intercultural communication is the formation of intercultural competence, necessary knowledge about different peoples and cultures in order to avoid interethnic and intercultural conflicts and establish comfortable conditions for communication in various spheres and life situations.

Methods. The aims of the study identify the choice of the following methods:

- theoretical analyzing of scientific researches on the issue;
- introducing possible strategies for language studying;
- presenting the language and cultural peculiarities for creating better understanding the ethic and traditional features of people.

Results and discussion. The question of intercultural competence in multicultural environment has been studied by many scientists and researchers, such as: Batsevych F.S., Bibler V.S., Halyts'ka M.M., Donec P.N., Mal'tseva K.S., Bolten J., Lin M., Porter R.E. & Samovar L. A., and some others. V. Manakin offers to consider different aspects of intercultural communication, but the main ones are the following: cultural, linguistic, ethic, socio-communicative, psychological, professional and applied. The cultural aspect is a key one in intercultural communication, because culture covers the entire spectrum of human heritage in the historical development of civilization – from folklore and mythological ideas and national customs to works of art and in general the peculiarities of life of different peoples. In the process of intercultural communication, the primary role is played by contact – “communication”, a dialogue

or a polylogue of cultures. From the point of view intercultural communication, the culture – is primarily inherited and established norms of social practice of people who belong to certain national or ethnic communities. The peculiarities of such socio-cultural activities are kept in collective memory (mental program) are instilled from an early age, materialized and recognized through a system of cultural codes. One of the interesting manifestations of cultural codes is the peculiarities of communication between people, by which they can be recognized: temperamental Italians, slow Estonians, restrained Britons, loose Americans, emotional Greeks, so on. Language, which is the main component of communication, can also be considered as a self-sufficient cultural system, which has led to the emergence of a separate science – linguo-culturology, which studies the interaction of culture and language, summarizes all possible ways of preserving and transmitting information about the culture of the people with the help of language.

Linguistic aspect implies the study of language differences that can affect communication between speakers of different languages. There are a lot of cross-language homonyms, the meaning of which do not match in different languages. For example, the following words, such as rector, minister, chancellor, president, faculty, department, college, aspirant post, etc. have different meanings in English speaking countries and in Ukraine. Linguistic aspect is not limited to identifying the semantic features of words in different languages. It also covers the comparison of different communicative situations, the ways of organizing the world through linguistic means, the comparison of the linguistic behavior of representatives of different cultures.

Ethic aspect aimed at understanding the differences in ethic norms, that are specific to different countries and nations. They include norms of morality, behavior, interpersonal communication, speech etiquette. Gesturing also serves as an important expression of information. For instance, the thumb up has different numerical values: for Italians and French it is “one”, but for Americans and the English people it is “five”. Clothes, make-up also belong to the elements of etiquette, and therefore are the subject of attention in intercultural contacts. That is why people from America or

European countries feel uneasy in Ukraine, when they are afraid of looking “overdressed” or vice versa “underdressed” in comparison to locals.

Socio-communicative aspect includes models, norms and rules of communication accepted by a society, establishing and maintaining contacts in general. Each social stratum in each country has rules of social behavior and communication, already accepted, which are determined by many factors. In monarchical countries, as Great Britain, for example, certain ceremonial models are established, which are observed in clothing, language addresses, manners and distance between persons, so on. Youth societies in almost all countries differ from adults in language (youth slang), appearance, clothing or looseness in behavior. The essence of the communicative aspect consists in the study of various styles of communicative behavior, peculiarities of the manner of communication depending on the specific situation and social environment of the interlocutors.

Psychological aspect studies the psychological reaction of people in the conditions of communication with representatives of other states and ethnic groups. Psychologists together with experts in the fields of ethnology, develop special recommendations, the observance of which reduces the discomfort of being in a foreign environment and help to prevent discomfort for others from their stay or in appropriate behavior for a certain national environment. The psychological aspect closely interacts with the linguistic, especially when it comes to communication styles or professionally determined situations of communication with foreigners.

Professional and applied aspect. It includes areas of application of knowledge in intercultural communication. Nowadays, the intercultural management is being actively developed to teach the basics of intercultural communication to specialists who work in the sphere of international business or multicultural teams, because communication failures in business result in economic losses. For example, a lot of European companies couldn't conquer the Eastern market, because of their own unpreparedness to socio-cultural peculiarities of other countries.

Conclusion. Thus, all the listed above aspects are very important for creation and development skills, necessary for intercultural communication, and we consider

them to be essential, while teaching a foreign language to students, and all of them should be based on the sufficient knowledge not only of the foreign languages, but on the understanding and accepting the mode of thinking and other national peculiarities of other peoples.

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THE PROBLEMS OF INTERCULTURAL COMMUNICATION IN ACADEMIC MOBILITY

Keywords: academic mobility, intercultural communication, language and cultural barriers, behavioral and communication models, ESP.

Introduction. Nowadays, modern society is in the process of rapid development and transformations. New tasks and challenges arise before students acquire higher education. The latest technologies and methods are constantly being researched to improve the educational process. In the process of professional formation in the conditions of a dynamic labor market, students actively need new approaches to studying in specific majors as well as learning English for Specific Purposes (ESP).

One of these really helpful and useful tools is the program of academic exchange – academic mobility, which helps students not only to improve their professional skills, but also to practice a foreign language in the real language environment. Academic mobility programs provide an invaluable opportunity for students to gain the language skills necessary to succeed in their chosen field. They are designed to give students the chance to study abroad and gain international

experience allowing them to meet their target needs (Hutchinson & Waters, 2006) and interests, and focus on the language skills required in their specialist area. By living and studying in an English-speaking country students have the opportunity to immerse themselves in the language to gain its better understanding and improve communication skills. This is especially beneficial for those who study ESP, as they can gain a more in-depth understanding of the language, its nuances and usage in a particular field. Another benefit of academic mobility programs is the opportunity to interact with native speakers.

But for successful integration into the educational process, students must undertake social and cultural adaptation in the university of the host country to reduce the level of psychological stress and provide the full and productive immersion in the process of education. In this regard, they need to be ready to overcome the problems of intercultural communication to bridge the gap between different cultures and promote understanding and collaboration. Since intercultural communication can be fraught with difficulties, as cultural differences can lead to misunderstandings and miscommunication, let us take a closer look at the problems of intercultural communication and some strategies for overcoming them.

Methodology. During the research, the theoretical methods of analysis of methodical literature and empirical methods of pedagogical observation, questioning and survey were used.

Results and Discussion. Intercultural communication is an important factor for students to learn and improve a foreign language. It is a complex process that involves the exchange of ideas, beliefs, and values between individuals from different cultures. It implies mutual recognition by representatives of different linguistic and cultural communities. Knowledge of a foreign language is an obligatory prerequisite for the development of intercultural skills. Therefore, learning foreign languages and the basics of intercultural communication are inseparable processes. The process of learning a foreign language partially belongs to the sphere of a language and a culture and their interaction. While studying foreign languages, students start getting interested in intercultural phenomenon. The absence of knowledge of a foreign

language is an obstacle for successful intercultural communication. The results of the research show that student's lack of confidence in their own language skills and unfamiliarity with foreign university teaching methods were factors that contributed to feelings of alienation throughout their studies. In addition to language difficulties, cross-cultural differences in social interaction can also prevent international students from forming close ties with local students and cause accumulation stress. We are speaking about different communication models, when students have to face different communication styles and situational differences in behavior not only in the process of learning, but also in the process of living in a new society outside the educational process, which causes certain difficulties and inconveniences, as well as cultural barriers, in particular: cultural shock, when students are faced with differences in the value system, behavioral and communication models, differences in the cultural code and sign system in the process of communication, peculiarities of interpersonal communication.

Consequently, one of the most common problems of intercultural communication is the language barrier. Different cultures have different languages and dialects, which can make it difficult for individuals to understand each other. This can lead to misunderstandings and frustration, as well as a lack of trust and respect. A mandatory component of intercultural communication is the process of perception. Students have to get to know each other on the basis of perception and understanding of their behavioral characteristics, the formation of ideas about their intentions, thoughts, abilities, emotions, which is the basis for establishing coordinated actions and a special kind of relationship. Another problem of intercultural communication is the lack of cultural understanding. Different cultures have different values, beliefs, and norms, which can lead to misunderstandings and conflict. Moreover, different cultures have different expectations of behavior, which can lead to confusion and frustration.

As mentioned (Manakin, 2012), each language endows the bearer of a certain nationality with a picture of the world, which is the most vividly embodied in concepts. The cognitive picture of the world is a mental image of the surrounding

world, which is formed by the cognitive consciousness of the ethnic group in the process of mental activity. In other words, the cognitive picture of the world can be considered as the summation of conceptual spheres and given stereotypes of consciousness, which are formed by culture. That is why, a lot of students, studying abroad, face a number of psychological problems. According to the research, the problems can be connected with the language barrier, academic difficulties, financial difficulties, personal problems with local students, racial or ethnic discrimination, the loss of social support, anguish for their Motherland.

The research (Dmytruk, 2018) offers to consider the following barriers, that the students face while studying abroad, regardless the country of origin or studying. First of all, considering the aim of the stay in other country, the academic barriers should be mentioned. Students have difficulties while communicating with lecturers, because of the cultural differences and because of the difference in the proposed training requirements, which are significantly different from the usual way of studying at the native university. As a rule, foreign students fall into a kind of isolation from their fellow students in free time from studying. It is a typical situation for academic mobility programs, when a foreign student joins a group of regular students. At the same time, language difficulties are the most essential problem for most foreign students, because the lack of foreign language skills affects the academic performance of students, and academic difficulties, consequently, affects their psychological adaptation. This mostly concerns students who cannot freely express their thoughts in an academic environment in another language, but have high academic achievements in their countries.

It is worth mentioning that all these barriers often prevent students from participating in international exchange programs from communicating with other students. Due to numerous potential barriers caused by language problems, international students experience severe acculturation stress.

In this context, we would like to suggest some strategies that can be used to overcome the problems of intercultural communication. First of all, it is particularly important to be open-minded and respectful of other cultures, that means being

willing to learn about other cultures and being willing to accept differences. Additionally, it is critical to be patient and understanding when communicating with people from different cultures. Finally, it is essential to be aware of cultural stereotypes and prejudices and to be ready to challenge them when they arise. Regardless whether intercultural communication can be a complex and challenging process, by being open-minded, respectful, and patient, it is possible to overcome the problems of intercultural communication and foster understanding and collaboration.

Conclusion. Academic mobility programs undoubtedly offer a number of benefits for students studying in specific majors as well as learning English for Specific Purposes. By participating in an academic mobility program, students can gain a more comprehensive understanding of the language, as well as the culture of the country being visited. Additionally, students can make connections with people from other countries, which can be beneficial for those who gain international experience to meet the target needs.

Those students, who are planning to study abroad, have to develop flexible thinking skills and be ready to upgrade constantly their knowledge and outlook, to change quickly their adaptation strategies, depending on the situation. The ability to adapt quickly and effectively to the challenges of academic mobility program increases the quality and level of education of foreign students, ensures motivation for mastering knowledge, skills and abilities.

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SCIENTIFIC PAPERS-BASED TASK FOR DEVELOPING ACADEMIC WRITING SKILLS

Keywords: academic writing skills, teaching methodology, language competence development.

Introduction. Having strong academic writing skills is important not only for scientists but also for all the people who work in such areas as copyright, journalism, and translations as well as in business communications and other spheres. This creates the need to motivate students of non-linguistic specialities to practice academic writing. Taking into account that most students, who were observed in order to conduct the given research, associate academic English in general with the subject that should be studied only by those who decide to pursue their career in science, they have a lack of desire to focus on it and tend to negotiate the question of the course content with a teacher, namely they ask for the possibility to change academic English course into business English, ESP or general in some cases. A similar situation was mentioned by N. Bacha (2002), who observed students whose L1 is Arabic.

For sure, nowadays student-oriented and individual approaches are very much appreciated in higher educational institutions. Still, the task of a teacher is to convince the students that a certain course in their curriculum is not a somebody's random choice. At our university, the students have a course in academic English when they do their Master's degree. According to the current legislation of Ukraine, adopted in 2016 obtaining Bachelor's degree is considered to be complete higher

education (Law of Ukraine, 2016), and for this reason, a Master's degree course is considered optional and only a third of the students take it. It is suggested that a Master's degree is required, for instance, when an individual needs to do a PhD degree, and wants to work in a high-level position in governmental institutions, as a university professor or a scientist. And not all those who choose to do a Master's degree have the motivation to develop academic writing skills in English since they write and defend their master's thesis in Ukrainian.

Methods. The present research presents theoretical ideas of upgrading students' academic writing skills by completing tasks based on scientific papers, which relate to their major area of study. Critical scientific literature analysis was conducted, as well as observation of five groups of Master's degree students (63 students, aged 21-22) of non-linguistic specialities, namely physics and math which they study at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". The mentioned observation has been started in the autumn semester of the 2021-2022 academic year and still continues.

Results and discussion. According to the results of our observation, only 7 (approximately 11%) students out of 63 expressed the desire to learn academic English, and in particular practice academic writing skills. Even though this number is small it is essential to provide these students with high-quality tasks and methodology in order to help them acquire the necessary linguistic competence. Moreover, it is essential to increase the motivation level and to try to convince the students that academic writing skills are not valuable for only of those who are not considering working in the spheres mentioned above, but also for many other professions.

The issue of developing tasks to develop academic writing skills was discussed by many scholars. For instance, Esma Senel (2018) suggests applying the scamper method, stating that it can help to develop problem-solving skills. Wale and Bogale (2021) offer to apply inquiry-based instruction writing. A. Baratta and S. Jones (2008) experimented with using films to teach academic writing, they had a hypothesis that students can obtain an understanding of textual cohesion and

coherence. The experiment had a positive outcome and feedback from the students. The gamification method was practised with students of non-linguistic speciality, namely dental students, which resulted in modest improvement in academic writing skills and overall satisfaction was poor (El Tantawi et al, 2018).

We suggest using scientific papers as a basis for creating the tasks for academic writing development. The biggest arguments in favour of such an idea are the possibility to develop not only writing skills but also reading comprehension ability, learning new vocabulary, upgrading critical thinking and analytical skills, the abilities to compare and contrast the data, synthesize, categorise it, etc. Moreover, the students, in this case, read authentic literature, related to their speciality, and understand the basic principles of conducting scientific research which simplifies the process of writing their Master's thesis. The challenges of using this method include the lack of time, in particular, most master's degree students combine work and studying, do not have time for completing home assignments, and as was mentioned before lack of motivation. Thus, the task should be not time-consuming but with maximum effect. For this reason the students might be offered to process one article per two weeks, this pace is manageable and comfortable.

Below the examples of tasks which were suggested to the students are illustrated.

– *Read a short scientific abstract and write an annotation to it.* This task develops students' reading comprehension skills, and ability to understand, the key idea of the text, process the data and make it succinct and coherent.

– *Analyse an article and write a short plan for it.* This activity is aimed at the development of the ability to structure, which is necessary for example when someone needs to create a draft of a speech, or presentation, structure Bachelor, Master or PhD thesis.

– *Analyse the review of the article and write your opinion about that.* This is an excellent task aimed at the development of critical thinking skills. Students first read the authentic article, form their own point of view about that and then when they read the review they can compare and contrast it with their opinion.

– *Read an article and select the keywords for it.* Understanding which words are the ones is important not only for placing them later at the beginning of somebody's scientific paper but also for making it easy to find and cite, which is very necessary for sharing research results within the scientific community. Moreover, nowadays with the fast development of social media, and in particular of having businesses there, it is vital to learn how to foresee the way customers will encounter someone's products or services available to buy by placing the keywords with hashtags in a product specification of social media publication.

– *Read an article and define the objective of the study.* This activity can help in theoretical justification and the overall theoretical part of the research can form a deeper understanding of a particular work.

– *Read the abstract of an article and list the methods that could be used in conducting the research presented in it.* The activity is aimed at examining the existing methodology of conducting research and analysing methods applicable to certain scientific work.

Conclusion. Using scientific papers-based tasks in order to improve students' academic writing skills has both advantages and downsides. The biggest advantage is that there is a possibility to read moth authentic scientific literature and choose the texts which correlate with a particular speciality. Also, in order to select the appropriate texts, it is possible to cooperate with colleagues who teach their major disciplines, and in this way, it will be an interdisciplinary approach. The list of task-creation ideas is not complete, there is space to develop more. The negative aspects of this method are the following: the development of tasks is time-consuming and choosing the appropriate article might become a challenge. From the student's point of you, it is worth mentioning that some of them might consider scientific literature boring and might lack motivation. The present research is still in progress and much data still needs to be analysed.

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THE COMMUNICATIVE APPROACH TO TEACHING ENGLISH FOR SPECIFIC PURPOSES

Keywords: communicative, approach, teaching, learning.

Introduction. In order to teach a foreign language, teachers can apply different approaches. A century ago teachers used an approach based on the grammar-translation method. And it was efficient for learning words and grammar rules, but speaking skills were still at a low level. So, there was a need for a change in teaching, as a result, teachers and methodologists were experimenting to teach with the help of something that later would be called the “communicative approach”. It is still preferable; as it is offered by most language schools due to its efficiency. It can be used for every language level of competence. Moreover, it helps a learner to get used

to real English, and it improves all language skills, but special attention is paid to speaking and listening.

Materials and methods. Our work was carried out using the methods of observation, analysis as well as description. We have described the results of scholars who investigated the communicative approach. As we have hands-on experience teaching English, we observed what aims could be achieved when communication was regarded as the main part of the learning process. And we have also analyzed the circumstances that prevent learners from speaking.

Results and discussion. Let's have a look at the communicative approach to teaching in detail, especially English. So, its name speaks for itself, i.e. "communicative": one that is used for communication. In this approach we don't learn words and grammar rules in isolation, we learn them together and start using them from the first lesson.

According to Jack C. Richards (2006), this approach is defined as a set of principles about language teaching goals, how learners learn a language and classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

Since the early 1970s, it has been considered to be the most effective theoretical model for teaching English. Before that learners mostly studied words and grammar rules and improved their reading and writing skills. But when it came to speaking and listening, it was difficult for learners to perform these activities. So, they were unable to speak and listen, because they had no exposure to authentic materials. Both teachers and students were unsatisfied with their results. Everything changed after the communicative approach. Students started to speak even if they were absolute beginners. A teacher provides the necessary information, hints and examples that act as facilitators to speak. So, this approach prepares a learner to use language for specific situations.

Various communicative activities, e.g. as work in pairs or in groups, open or cued dialogues, role-playing and others are associated with the communicative method of teaching. They are called communicative activities; it means that teachers

develop some tasks that are aimed to use language in different situations. S. S. Jabeen (2014) conducted some research on teachers' attitudes to the communicative approach. Though most teachers are strong supporters of the communicative technique, some are against it as they consider that there should be freedom of choice of one or another approach. As a result, they use the grammar-translation method in combination with other methods. Some teachers don't use this approach because of some obstacles such as an inadequate syllabus or teaching materials, and a low or minimal language level, so they don't find this approach effective in this environment. But the majority of teachers had positive feedback about communicative language teaching.

Since this approach is called communicative, obviously fluency is above accuracy, but it doesn't mean that accuracy is neglected. Teachers should mix tasks to improve both accuracy and fluency. Accuracy work could be done before or after fluency work. For example, according to students' performance on a fluency task, the teacher could give accuracy exercises to cope with grammatical or other mistakes that have been made during the fluency task (Richard, 2006).

Let's give examples of communicative approach activities. In the case of speaking, it can be pair or group work: if a teacher wants their students to practise asking questions: such situation as a job interview can be chosen. For writing, we can choose, for example, a letter of request. In fact, all language skills can be improved with the help of the communicative approach. So, in this approach not only do we learn a language, but also obtain knowledge from other areas. It is particularly important in the case of learning English for specific purposes.

Teaching English at a technical university for students whose speciality is not connected with languages, we can say that the communicative approach is very promising. We can integrate authentic materials in teaching, and create different tasks that foster the further improvement of language skills. But, at the same time, the communicative approach faces the following challenges: students enter the university with different levels of English competence. Consequently, not every student is able to speak, which can be explained by the fact that they have limited

vocabulary, it takes time to pick up the vocabulary unit, and while making up sentences, students translate their thought from their mother tongue into English. And the second group whose level is much higher, find the given task too easy. Teachers should take into account this fact, and if needed diversify tasks for all levels.

There is another obstacle that cannot make students speak. It is concerned with psychology. There is a term called “foreign language anxiety”. Let’s imagine that students know words, and are aware of how to build a sentence, but they prefer to be silent or whisper the answers. According to the research conducted by S. Yusufovic (2015), learners are afraid to hear their own voice in a foreign language that is unknown or less known area. The scholar claims that foreign language anxiety can be overcome through practice. Different activities can be used in teaching. Moreover, there should be no assessment when learners practise speaking. In other words, students shouldn’t be afraid to speak as their mistakes will not matter for the marks.

Conclusion. As we mentioned earlier, communicative language teaching is a very productive approach to teaching English. Students who have been taught with the help of the communicative approach feel more confident and comfortable when speaking because they were exposed to activities that imitate communication in real-life situations. Most teachers have a positive attitude toward this approach and actively use it during English classes. Different activities are prepared by teachers in order to improve all the language skills of students. This approach improves both fluency and accuracy. As some students cannot easily speak due to psychological factors, the task of any teacher is to create a friendly atmosphere where students are not afraid to make a mistake.

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TEACHING BUSINESS NEGOTIATIONS AT THE UNIVERSITY OF ECONOMICS IN BRATISLAVA– STUDENTS’ PERSPECTIVE

Keywords: English for specific purposes, business negotiations, questionnaire, students’ attitude, students’ perspective.

Introduction. Negotiations form a part of our everyday lives whether we are aware of this fact or not. We negotiate on daily bases with our family members on what to have for dinner, what to buy for the household, where to go on holiday, and on many other issues. Most of these negotiations do not require specific preparations and the stakes are not high. When it comes to business negotiations the participants are required to prepare thoroughly. Future businessmen need to be equipped by at least the basic knowledge of the process of negotiations. That is why it is crucial to deal with these aspects also during their studies at universities. The University of Economics in Bratislava is fully aware of this fact, that is why the faculties pay attention to the issue of business negotiations in the curriculum.

The course “Business Negotiations in English language” is a course offered to students of the Faculty of International Relations and the Faculty of Applied Languages. It is a one-semester course taught in the third year of the study.

The course emphasizes the development of professional vocabulary in the English language. Upon successful completion of the course, the student will be able to use specific formal phrases, terms, words and abbreviations used in contemporary business communication. The student will gain knowledge of basic strategies and tactics of business negotiations with an emphasis on success and efficiency, obstacles and risks that can slow down or disrupt the negotiation as well as knowledge of the various points of the negotiation process.

From the point of view of competencies students acquire a detailed overview of the different phases and types of business negotiations, as well as the roles of

the participants in business negotiations and their functions, such as developing and improving professional, social and communicative (including intercultural) competence, comparing the different elements of business negotiations (language, body language, strategies and techniques) between different cultures, conducting business negotiations effectively with regard to the formal structure and rules of negotiation etiquette.

Methodology. For teachers and tutors the feedback from their students is one of the most valuable tools in the process of improving the teaching process. Therefore, we consider it essential to ask students for their opinions and attitudes regarding the teaching of a particular subject. In terms of our paper, it is appropriate to use methods related to quantitative research, namely questionnaire and scaling. As stated by Gavora (2001) a questionnaire is associated with “inquiry” and questions. It is a certain way of asking questions in writing and obtaining written answers. Questionnaire is considered as the most common method of data collection. It is primarily designed for bulk data collection, but can also be used for smaller research sets. A properly and purposefully designed questionnaire contains precisely formulated objectives and tasks in relation to the chosen problem. The correct formulation of the aim and objectives contributes to the goal-oriented content of the questionnaire as well as to the clear focus of the individual items.

For the sake of this study a questionnaire has been created to find out the students’ attitude and perception of the course “Business negotiations in English language”. The questionnaire has been distributed to students who have already completed the course. The questions aim at the students’ perception of the course and the way it is taught. It also seeks for feedback about the way all the issues connected to business negotiations are being taught during the lessons. We also want to find out what were the students’ expectations about the subject and whether these expectations were met.

Results and discussion. After receiving the questionnaires from the respondents, they will be thoroughly evaluated and conclusions will be drawn. The

respondents' answers will give a clear picture of what is useful for students and their future career, and on the other hand what needs to be changed in the teaching process.

Conclusion. For teachers and tutors it is crucial to be aware of the fact that students who master business negotiation techniques become better leaders. But it starts with building the right skills. As a matter of fact, using different strategies, tactics, techniques and certain means of language may lead not only to a successful negotiation, but also to a successful and long-lasting business relationship. These are some of the reasons why specific courses need to be evaluated and seen from the students' perspective. They are the ones who need these skills for their future careers.

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DIGITAL LITERACY IN THE ESL CLASSROOM

Keywords: digital literacy, digital skills, digital tools.

Introduction. Due to the COVID-19 pandemic's spread three years ago, humanity has undergone a significant transformation in all spheres of existence, including the educational sphere. Universities and schools launched distance learning to continue classes. For both teachers and students, it meant they must adapt to the new learning environment, master digital tools, and develop digital skills. Meanwhile, the rest of the world is recovering from the pandemic and going back to normal life, but most students in Ukraine still must learn online because of the war.

Methodology. This is a literature review study and focuses on the previously mentioned views about digital literacy, such as teaching approaches, activities for teaching digital literacy and digital tools used in the classroom. Information about digital literacy for this study is gathered from a variety of sources.

Results and discussions. It is obvious that today our communication, education and other social spheres depend on digital technology, so it is reasonable to

gain digital competence alongside acquiring a foreign language. Digital skills and the ability to learn new tools are the key attributes of a qualified expert in any kind of job. The primary demand for teachers and students is the development of digital literacy, so they may freely use and adapt to new technology in both their personal life and career. Digital literacy is essential for helping students learn throughout their lives since it is one of the vital life skills, including communication, teamwork, creative thinking, and critical thinking. Because students spend most of their time in proximity to computers and smartphones, they can be regarded as digital natives, but it doesn't mean they possess the necessary digital skills. To be a digitally literate person is required to use technical, cognitive, social, and emotional skills to find new digital information and evaluate it, to use digital tools and create digital content, and to communicate and collaborate safely online. As practice demonstrates, digital technologies bring up new opportunities for interaction and communication in the classroom and are an endless source of information. According to Dudeney G. (2014), our students need digital skills if they are to be fully engaged citizens in the twenty-first century to advance in their careers, who also implies that along with teaching English, we can improve digital skills by integrating digital literacy into our English classes.

So far, as the significance of using digital technology in the development of foreign language proficiency has been recognised, it is necessary to give the definition to digital literacy. Dudeney G. (2014) defines digital literacy skills as the 'ability to effectively make use of the technologies at our disposal' and in terms of digital literacy overviews print and texting literacies; ability to manage and modify data; intercultural literacies and connections; ability to search and evaluate information; ability to redesign images, videos, creating something new and noticeable, such as memes.

In this vein, Hockey (2021) defines digital literacy as technical skills and social behaviours required to communicate and collaborate in an increasingly networked society, saying 'that students need to acquire digital literacy for full participation in the world beyond the classroom'. The author explains the importance of digital

literacies as something that can enhance classroom learning and make it more enjoyable. The value of digital literacy is supported by other scientists, for instance, Murtafi'ah et al., (2019) state that students need the ability to be digitally literate and define digital literacy as a skill to search for and use information, and closely intersect with online safety and digital behaviour.

Digital competence framework by Vuorikari et al., (2022) includes a few key areas: information and data literacy, communication and collaboration, digital content creation, safety and problem-solving. Information and data literacy is defined as the ability to find and store digital data, information, and content; and evaluate the source's and its content's credibility. Communication and collaboration include sharing, interacting, and socializing online, as well as collaborating and communicating with the use of digital tools, and maintaining one's online identity, reputation, and presence. Digital content creation is making and editing digital content to expand existing knowledge while comprehending the proper use of copyright and licences. Safety refers to the security of digital environments, content, user data, and privacy, to protect one's physical and mental well-being. This area also involves being able to practise good online behaviours by being socially responsible when interacting with peers. Problem-solving area describes the ability to identify problems and solve them in the digital environment, using digital tools, 'keep up to date with the digital evolution'.

In the development of digital literacy, it is important to master emotional intelligence among other competencies, because students must be very careful about how they behave online. Nowadays, some users may act violently on social media, even though they would never act this way in real life, and it's important to remember that virtual reality is not real life. Digital literacy is not a skill that can be developed as students interact with digital content. Students still have to master critical thinking to be able to recognize fake news and evaluate the validity of the content. They can develop critical thinking by comparing information, creating arguments, and communicating. Using digital tools, searching for information, and creating digital content fosters creativity and critical thinking. The benefits of using digital

technologies in foreign language teaching include boosting student motivation and helping them learn and comprehend the material more quickly. Digital technologies have made it easier for students to perceive and incorporate educational content and receive feedback.

The teacher can develop engaging lessons knowing the specifics and features of digital tools and programs used for teaching and increasing the motivation of students. For instance, Jamboard, which is one of the Google products, could find a few uses in ESL online classrooms. So, Google Jamboard is a whiteboard for collaboration and communication with a toolbox of variable instruments. “Level up your English” (2021) describes different activities using Jamboard, for example, brainstorming as a warm-up, matching words with their definitions, vocabulary games, discussion notes, introducing new vocabulary, ranking, storytelling etc. There are a few reasons to use Jamboard with students, it’s user-friendly, facilitates collaboration and is visually helpful. Like Google Jamboard, another popular whiteboard is Zoom, it is built-in, which might be convenient as you don't have to use another tool. MS whiteboard is another tool that is worse to be mentioned, it is user-friendly with an easy-to-use interface and a variety of valuable features. There are many other whiteboards, teachers can try out and select the most preferable and use to make their classes more vivid and engaging. A whiteboard is an essential tool for collaborative work, communication, creativity, and visualization.

Conclusion. Digital literacy is a 21st-century skill, which combines technical, cognitive, social, and emotional skills and implies using other competencies like communication, cooperation, creative thinking, and critical thinking. It is not a distinct ability to use technology, rather, it is a foundation created through critical and creative thought. Digital skills are important for sharing and socializing online, as well as for individual or group communication, studying and peer collaboration. It is crucial that digital literacy becomes a main part of the curriculum to teach learners how to critically engage with digital technology, be socially responsible, uses digital tools to create content, searches for valid information and manage digital content, makes appropriate reference to the source of that information, creating digital content

to solve a problem or complete a task. Acquiring digital literacy skills along with learning a foreign language is a great solution that provides opportunities for using and developing specific competencies. Therefore, the use of digital technologies helps students improve their cognitive thinking, boost creativity, and prepare them for independent learning with the use of digital tools. With the use of digital resources, online lessons can be dynamic, and fascinating, and encourage student learning.

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**CREATION AND CONSOLIDATION OF TRANSLATION
COMPETENCES IN STUDENTS OF THE FACULTY OF APPLIED
LANGUAGES OF THE UNIVERSITY OF ECONOMICS IN BRATISLAVA**

Keywords: translation competences, appropriate didactic text, correction of defective text.

The profile of the translator is constantly changing because we do not know the environment and the field in which the translator will be active as a professional, so it is necessary to prepare a mediator, that is, a professional who can mediate and facilitate communication between two or more parties and who can produce texts in the target language that are adequate to the text in the source language. An adequate text is supposed to be the text that meets certain prerequisites, above all the objective, purpose or function it is intended to fulfil. The quality of a translated text is being judged by whether it is acceptable in the target country and its culture, whether it is comprehensible, and by the quality of the original. Every text is produced in a certain situation and in the conditions of a certain culture, involving both intralingual and extra-linguistic factors. The task of translation is to enable this source text to be accepted as a translatable text in another situation and in another country while retaining its functionality to be functionally equivalent.

At the Faculty of Applied Languages of the University of Economics in Bratislava we prepare students in the study programme Foreign Languages and Intercultural Communication for their professional career as professionals who will be oriented to work in multicultural and multilingual environments in various international and domestic institutions and enterprises. Graduates of this study programme should be able to pursue a variety of professions, including intercultural mediation, marketing, public relations, translation and interpreting, specialised language, and social sciences, among others. For this reason, the aim of the present

study is to point out the importance of building individual translation competences in students of the bachelor and master's degree in the study programme Foreign Languages and Intercultural Communication, who study at the Faculty of Applied Languages of the University of Economics in Bratislava. After studying the theoretical background of the authors of translational literature dealing with individual translation competences and also the issue of appropriate didactically oriented texts serving as a basis for teaching translation, and also based on our own pedagogical experience, we decided to examine the situation related to the acquisition of competences, namely the ability of students to detect individual defects in the source text, correct them and thus create a source text suitable for translation. We assume that students will be able to find and correct the errors in the source text, thus contributing to the comprehensibility of both the source text and the target text.

Methodology. One of the most important tasks of a teacher of translation is to create and shape a person of a new profile, to educate students to a sensitivity to texts, that is, the ability to recognize what is defective in a text. That is why, within the framework of teaching translation, as one of the disciplines that students of our study programme are expected to master, we strive to strengthen in them the individual skills – competences that a good translator must possess. One of these competences is the ability to recognize the semantic deficiencies of the source text and to modify the text with small interventions so that it is clearly understandable and so that its translation also evokes in the recipient the ideas that are consistent with the purpose, i.e., the *skopos* of the text, and so that a communicatively interesting text is subsequently produced in the target language.

In order to strengthen their translation competence, the students were given the following assignment: the students were given a German text that came from the information portal of the company Haribo, which is used for the company's marketing purposes, namely, to convey information about the company, its various products, the various events it organises, etc. The original advertising text was edited so as to preserve the most important information, but from a semantic point of view the text was slightly defective after editing, by which we mean that it was made more

difficult to understand. The students' task was to find the defective points in the text and to edit it so that it would be comprehensible to the recipient after the first reading and would convey the information that is linked to the purpose of the text, i.e., to inform consumers about the success of the Haribo brand. Such assignments are among the exercises that shape students' sensitivity to the source texts, their ability to recognise what is defective in the text and what therefore needs to be reworded in order to make the translation of the source text fulfil the purpose for which it was intended.

Results and discussion. The fact that the reception and comprehension of a more complicated or defective text is very difficult for students is evidenced by the fact that only 47% of the students (60 students) found places in the text that they considered incomprehensible and rephrased them in some way. In some cases, this was just a change of one or two words, while others reformulated whole sentences or added additional words that the text required to make it clearly understandable and free of various hidden meanings. We used the following excerpt of advertising material to practice text sensitivity:

Bärenstarker Werbeauftritt – HARIBO verzeichnet Rekordwerte

Erfolgreiche Werbebotschaften sind einfach. Für die Kunden muss die Verbindung ohne langes Nachdenken erkennbar sein. Es gibt wohl kaum ein Unternehmen, das darin erfolgreicher wäre als HARIBO. 98 % kennen den später erweiterten Slogan „HARIBO macht Kinder froh und Erwachs'ne ebenso“ aus den 30-er Jahren des letzten Jahrhunderts. Bei Jung und Alt bekannt und sehr beliebt – seit 1991 gibt es eine Werbepartnerschaft mit dem TV-Entertainer Thomas Gottschalk, die dazu beiträgt, den Bekanntheitswert zu erhöhen. Die Partnerschaft ist außergewöhnlich erfolgreich, stabil und lang während. Mit 14 Jahren wurde sie als längste Werbepartnerschaft ins Guinness Buch der Rekorde eingetragen. Aufgrund dieses bärenstarken Arguments gibt es natürlich eine Fortführung (<https://de.slideshare.net/jonasbruder3/haribo-info>).

The students found the second sentence of the text the least comprehensible and felt the need to expand it somehow, or to add meaning. Here are some examples:

- *die Verbindung mit der Marke*
- *den Kunden muss der Zusammenhang solcher Botschaftklar sein*
- *Zusammenhang mit der Marke*

Another deficiency students saw in the text was in the percentages; they felt it was important to complete the number with a noun:

- 98% Kunden
- 98% Menschen
- 98% Leute
- Alternatively, they did not consider this to be relevant and omitted it altogether.

Surprisingly, the last sentence, which at the first glance is incomplete and unclear, almost none of the students felt it necessary to correct. And this fact was also reflected in the target text; some did not translate this sentence correctly or even omitted it, which can be interpreted as a sign of misunderstanding of this sentence. Correctly, the sentence could have read: *Aufgrund dieses bärenstarken Arguments sollte die erfolgreiche Partnerschaft (Zusammenarbeit) fortführen. On the basis of this strong argument, successful cooperation should continue.*

In the students' papers, the sentence read as follows:

- *On the basis of this powerful argument, a sequel will of course follow.*
- *Of course, progress has been made on the basis of this evidence.*
- *On that basis, there will be a long future for gummy bears.*
- *On the basis of this powerful argument, of course, a sequel will follow.*

From the above examples we can conclude that when teaching future translators, even if in our case we are not educating translation students, it is important to remember that the task of a translation teacher is not to educate students to confuse individual words, because translation cannot be understood as a transfer of words, we understand translation as a socio-cultural operation. For this reason, it is necessary to pay really special attention to the formation and practice of individual skills and abilities, without which students are unable to produce a functionally adequate target text, i.e., one that meets the requirements and, above all, serves the purpose for which it was produced.

Conclusion. The aim of the present study was to point out the necessity of creating and strengthening the individual competences necessary for the creation of a high quality and original faithful translation in students of the Bachelor and Master's degree study programme Foreign Languages and Intercultural Communication, who study at the Faculty of Applied Languages of the University of Economics in Bratislava. We also focused our attention on the study of the background literature, which provided us with the basis for our research. Our stated hypothesis that the students who participated in the research would be able to find and correct errors in the source text, thus contributing to the comprehensibility of both the source text and, consequently, the target text, was only partially confirmed. The research sample of our research consisted of bachelor and master students in the study programme Foreign Languages and Intercultural Communication at the Faculty of Applied Languages of the University of Economics in Bratislava, studying in the English-German language combination. The total number of respondents was 128, of which 68 were bachelor's degree students and 60 were master's degree students. Our research was carried out using a qualitative method and the analysis of individual texts, which the students analysed and detected either imaginary or real errors in them. As we have already mentioned, our hypothesis was only partially confirmed; the students were not fully able to recognize the defects of the text and correct the errors in the context of text reception.

However, this finding will contribute to the correct orientation of future pedagogical activities in translation teaching and will enable us to strengthen students' individual competences so that after graduation they will be able to independently produce high quality, error-free translations, faithful to the original, preserving their original function, content, and form. An important aspect in building this competence is the use of well-conceived, up-to-date, authentic, and didactically appropriate texts as source texts for translation.

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**BESONDERHEITEN DES FERNUNTERRICHTS VON
FREMDSPRACHEN IN KRIEGSZEITEN
(AM BEISPIEL DER DEUTSCHEN UND ENGLISCHEN SPRACHEN)**

Schlüsselwörter: Fremdsprache, Fernunterricht, Online-Bildung, asynchrones Format.

Eine der Hauptaufgaben des Fremdsprachenunterrichts ist die qualitative Ausbildung der Sprechfertigkeiten. Die Studenten, leider, können unter modernen Umständen aus verschiedenen Gründen nicht immer an Fernunterricht teilnehmen, im Gegensatz zum Besuch von Präsenzunterricht. Aus diesem Grund stehen die Lehrer vor einer schwierigen Aufgabe – die effektivsten Trainingsübungen auszuwählen, die für ein synchrones und asynchrones Training verwendet werden können.

Wenn wir über den kreativen Bildungsprozess sprechen, beschreiben wir die Bildungsprogramme und Autorenkurse, die Bestandteile der formalen und informellen Bildung sind. *L. Prykhodko, L. Royko* untersucht die Besonderheiten der Organisation vom Bildungsprozess; *O. Beniuk, L. Boyko, O. Shum* widmeten ihre wissenschaftlichen Arbeiten dem Thema Online-Fernunterricht; die Bildungsprozesse unter Kriegsbedingungen werden von *A. Biliakov, V. Bogutsky* und anderen untersucht.

In den letzten Jahrzehnten haben viele Wissenschaftler die Trendwende in der Bildung zugunsten des studentenzentrierten Modells untersucht, wenn der Student zu einer Schlüsselfigur im Bildungsprozess wird. Nach der Meinung von *O. Beniuk* beinhaltet die Umsetzung des Prinzips der Studentenzentriertheit eine enge Zusammenarbeit aller am Bildungsprozess beteiligten Parteien in Richtung der Förderung der Persönlichkeitsbildung vom Studenten als ein aktiver Teilnehmer in der Bildungsgemeinschaft. Wie die Forscherin feststellt, kommuniziert der Student

mit dem Lehrer nicht nur als Dozent, sondern auch als Mentor, was zur Weltanschauung und zum persönlichen Wachstum beiträgt (Beniuk, 2022).

Eine ähnliche Meinung vertritt L. Boiko, die betont, dass eine wichtige Komponente bei der Bereitstellung von Bildungsdiensten ein studentenzentrierter Ansatz ist, der die Stärkung der Rolle des Hochschulstudenten als ein gleichberechtigter Teilnehmer am Bildungsprozess sicherstellt. Der Übergang von einem passiven Zuhörer zu einem aktiven Teilnehmer, der den Prozess des Erwerbs von Wissen, Kompetenzen und Fähigkeiten beeinflusst, wird seine Interessen und Bedürfnisse eigenständig formen (Boiko, 2022).

Wir sind mit der Meinung von A. Biliakov einverstanden, so betont er, dass ein umfassender militärischer Angriff auf das Territorium der souveränen Ukraine zur Zwangsumsiedlung von Bürgern nicht nur innerhalb der Staatsgrenzen, sondern auch außerhalb geführt hat. Dies führte zu einem teilweisen und in einigen Regionen zu einem vollständigen Umzug nicht nur von Schülern, sondern auch von pädagogischen und pädagogischen Teams. Unter solch schwierigen und unvorhersehbaren Umständen hängt die Fernunterstützung des Bildungsprozesses hauptsächlich von der Verfügbarkeit eines Online-Zugangs zum Internet ab, der normalerweise nur in Gebieten, in denen keine aktiven Feindseligkeiten stattfinden, in guter Qualität bereitgestellt wird. Laut dem Wissenschaftler wird der erwähnte Ansatz es ermöglichen, das Personalpotential zu bewahren, die Verbindung zu den Schülern zu wahren und vor allem die Teilnehmer des Bildungsprozesses maximal zu sichern (Biliakov, 2022).

Gleichzeitig untersucht V. Bohutskyi das Erlernen der Fremdsprachen von Studenten unter den Umständen der erzwungenen Verkomplizierung des Bildungsprozesses und stellt fest, dass die Entwicklung von Fremdsprachenkenntnissen sowie der Prozess des Spracherwerbs äußerst wertvoll sind. Laut dem Wissenschaftler sind viele direkte und indirekte Vorteile damit verbunden, die sich bei erschwerten Trainingsbedingungen deutlich bemerkbar machen. Der Forscher hebt die wirtschaftlichen, sozialen, kulturellen und

psychologischen positiven Eigenschaften des Erlernens und Beherrschens von Sprachen unter außergewöhnlichen Umständen heraus (Bohutskyi, 2022).

Die vergangenen zwei Jahre wurden zu einem Impuls für die theoretische Forschung und die Suche nach schnellen und effektiven praktischen Lösungen, um die Qualität des Bildungsprozesses zu gewährleisten. Es gibt neue methodische Entwicklungen für die Organisation von Fernunterricht und zahlreiche Empfehlungen zu möglichen Anwendungen und Plattformen. Wie die Praxis jedoch gezeigt hat, werden viele nützliche Methoden in Kriegszeiten wirkungslos (Shum, 2022).

Derzeit ist eines der Hauptprobleme der Mangel an Strom und Internetverbindung. Wenn in der Zeit der epidemiologischen Einschränkungen die Hauptaufgabe der Lehrer darin bestand, die qualitativ hochwertigen Aufgaben für die Studenten mit dem Ziel einer umfassenden Entwicklung der Sprechfähigkeit auszuwählen, gibt es in Kriegszeiten keine dauerhafte Gelegenheit, den Studenten dieselben Aufgaben zu übertragen. Aktuell ist der Bildungsprozess nicht wie früher synchron und asynchron, sondern individuell kombiniert. Wenn wir über das Polieren von Grammatikkenntnissen sprechen, dann die rechtfertigen Übungen von den verschiedenen Formaten (*Tests, Quiz, Sätze mit Lücken, Übersetzungsaufgaben* usw.) ihren Zweck recht erfolgreich. Eine größere Verantwortung liegt natürlich bei der Selbstorganisation der Studierenden. Unserer Meinung nach sind es die Sprachfähigkeiten, die erhebliche Einbußen erleiden. Wenn ein Student aus bestimmten objektiven Gründen asynchron arbeitet, wird es äußerst schwierig, seine Fähigkeit zu beurteilen, seine Meinung in einer Fremdsprache frei zu äußern. Und hier stellt sich die Frage nach der Objektivität der Evaluation, da die Curricula und Kriterien für die Evaluation vom komplexen Wissen (*Schreiben, Lesen, Sprechen*) entwickelt werden. Das Problem ist vielmehr nicht, was das Sprechen unter bestehenden Bedingungen ersetzen soll, sondern die Tatsache, dass die Kommunikation selbst eines der wichtigen Elemente für die Bereitstellung vieler zukünftiger philologischer und nicht-philologischer Fachrichtungen ist.

Wir boten Studenten zwei Arbeitsbereiche an, die teilweise oder in Kombination mit anderen Methoden die Sprechfertigkeit trainieren können: 1) für

einzelne Gruppen wurden gemeinsame Bildungschats geschaffen, in denen Studenten zu einem vom Lehrer vorgegebenen Thema in Sprachnachrichten kommunizierten und der Lehrer gegebenenfalls korrigierte und die erforderlichen Erläuterungen gab; 2) die Vorbereitung einer informativen Präsentation zum gewählten Thema und deren Präsentation im Video- / Audioformat. Trotz Schüchternheit und Kommunikationsschwierigkeiten entschieden sich 81 % der Studierenden für die Möglichkeit der Videopräsentation. Die vorgeschlagene Art der Arbeit ist unserer Meinung nach nicht exklusiv, aber sie motiviert die Studierenden, das öffentliche Sprechen vorzubereiten und zu üben.

Eine frühzeitige Planung des Fremdsprachenunterrichts ist ein Garant für einen qualitativ hochwertigen Bildungsprozess. Allerdings ist es für den Lehrer nicht immer einfach, die besten Aufgaben auszuwählen, nicht wegen ihrer Begrenztheit, sondern im Gegenteil wegen der großen Vielfalt an Quellen. Daher ist die Auswahl der effektivsten Übungen zum Lesen, Schreiben oder Sprechen für jede einzelne Studentengruppe immer relevant. Unter Umständen höherer Gewalt, die insbesondere während Feindseligkeiten auftreten, muss jeder Lehrer jedoch auf verschiedene Szenarien vorbereitet sein.

Wir schlagen vor, Remote-Unterrichte so aufzubauen, dass sie *Aufwärmaktivitäten* enthalten, die es Ihnen ermöglichen, die Assimilation des vorherigen Themas zu Beginn des Trainings zu überprüfen. Das kann ein kleiner interaktiver Test oder ein Spiel sein. Studenten, die dem Kurs nicht beitreten können, haben eine Möglichkeit einen Link mit Zugang zum Selbsttest bereitzustellen.

Danach kommt die geräumige Hauptphase des Unterrichts, die wir so gestalten möchten, dass die aufgewärmten und für die Arbeit motivierten Studenten ihre Sprechfähigkeiten üben können – *Arbeit in Paaren, Brainstorming, Diskussion* usw. Wer aus bestimmten sachlichen Gründen nicht am Training teilnehmen kann, hat eine Möglichkeit seine Antwort im Video- oder Audioformat einzusenden. Darüber hinaus kann diese Art von Aktivität sowohl einzeln als auch gepaart sein.

Darüber hinaus schlagen wir vor, nach der Sprechübung, falls erforderlich, ein neues Grammatikmaterial zu wiederholen und die Lektion, insbesondere ein

lexikalisches Material, in Form von *Cool-down-Aktivitäten* zusammenzufassen – eine interaktive Übung, Test usw.

Auf diese Weise nimmt der Krieg Anpassungen im Bildungsprozess vor, gibt den Wissenschaftlern aber neben Stress auch einen Anstoß, Probleme zu lösen, die veralteten Methoden zu modernisieren und nach Alternativen zu suchen. In Bezug auf die Fremdsprachenausbildung glauben wir, dass das Sprechen eine unverzichtbare Kompetenz ist, die ständig weiterentwickelt werden muss und nicht aus dem Prozess des Fremdsprachenlernens ausgeschlossen werden sollte. Es lohnt sich zu versuchen, eine Gruppenaufgabe oder ein Einzeltraining zu finden, das Fähigkeiten entwickeln kann. Aber bleibt die Frage offen, wie der Lehrer an die individuelle Situation seiner Studenten herangehen und wie er mit den Normen des Mehraufwands umgehen soll.

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TESTING VOCABULARY AND GRAMMAR: ONLINE TECHNIQUES

Keywords: online testing, eSkúška, the university level, Business English, vocabulary and grammar skills, MyEnglishLab.

Introduction. Testing is an essential component of teaching Business English at the university level. Teachers check students' knowledge of vocabulary and grammar. The current study aims to provide an overall description of tasks to test vocabulary and grammar skills in Business English at the university level in the eSkúška system; to identify the strengths and weaknesses of eSkúška for assessing Business English proficiency. The eSkúška system is a resource for conducting testing in the online plane. This system is used at the University of Economics in Bratislava to evaluate students' study achievements. The Department of the English Language of the Faculty of Applied Languages of the University of Economics in Bratislava conducts online testing of the knowledge of grammar and vocabulary for students majoring in economics. Testing in the eSkúška system diagnoses students' knowledge and determines the learners' progress.

Today, online testing is a way to test the language proficiency level of university students. Online testing involves conducting examinations and assessments using web-based systems. An online test is any test that replaces paper-based testing with a computer-based test. There are confirmed benefits of conducting online tests to assess Business English proficiency. It is evident that test data is sent immediately to the examiner, and the lecturer gives the results immediately and directly via an automated marking system. Another advantage of online testing is the possibility of testing a large number of students at the same time. The flexibility of location and test time are obvious advantages as well.

Methodology. The current argumentative paper aims to prove that using the eSkúška system for testing vocabulary and grammar skills is relevant today. This article presents the arguments in favor of the eSkúška system. We also mentioned the negative aspects. It enables distinguishing the benefits and drawbacks of the eSkúška system.

Results and discussion. Online techniques of testing, in general, and knowledge assessment in the eSkúška system, in particular, provide possibilities to check and assess the comprehension of words used in speaking. In this paper, we analyzed three types of vocabulary tests and the preparation process for taking these tests. The first type is matching. These test items require matching the sentence halves or the terms with their definitions. The second is drag-and-drop. Students choose the word or phrase and move it by dragging it to an appropriate location in the text or the sentence. A third type is a multiple-choice completion. While students do multiple-choice exercises, they fill in the sentence gaps by choosing the most reasonable term or expression among the given options. The multiple-choice completion aims to test vocabulary knowledge. This type of vocabulary test is suitable for university students who study Business English. It makes the first-year students depend on sentence meaning. After reading the sentence, the student looks at the proposed words and phrasal verbs and chooses one which applies to the context.

Preparing for the test is an essential part of training. The Department of the English Language of the Faculty of Applied Languages of the University of Economics in Bratislava uses course components of the “Business partner C1” (Yeates, 2020) online workbook available at MyEnglishLab for practical training (MyEnglishLab, 2023). As a good online test intends to determine the student’s knowledge of business English vocabulary, matching the sentence halves deserves teachers’ attention. Drag-and-drop exercises on the MyEnglishLab platform help prepare for the test. Learners drag and drop the words into the answer area to complete the vocabulary exercises. Drag-and-drop activities provide a quick way of practicing learners’ vocabulary. Let us give an example:

Task. Complete the paragraph with the words from the box.

⋮ Move

agile mainstay lifespan dedicated fragmented

There was a time when the **mainstay** of food delivery was pizza or Chinese takeaway, but that is no longer the case. Millions of us are now using food delivery apps which feature hundreds of restaurants and offer tempting discounts. And, responding quickly to wider food delivery opportunities, a range of new and companies have also started up in recent years. While many have been successful, others had a much shorter . In this highly competitive but market, some food delivery companies have entered into talks about combining their businesses.

Source: Yeates, 2020; MyEnglishLab, 2023.

Online practicing contributes to successfully taking the test in the eSkúška system at the end of the semester. Practicing multiple-choice completion, drag and drop, and matching in classes during the semester provides a strong background for completing the test tasks. The Internet testing platform eSkúška offers opportunities to assess the knowledge of grammar. The online grammar test helps determine students' knowledge of grammar rules. Here is an example of the grammar task in the online test:

Task. Complete the sentence with the correct form of the verb in brackets.

If only you (tell) me yesterday, I would have read the report right away.

Source: eSkúška, 2023; MyEnglishLab, 2023.

Online testing in the eSkúška system for assessing Business English proficiency has benefits and weaknesses. Online testing is an excellent choice for the current generation that has grown up with modern technology. It is also a perfect way for teachers to save time correcting tests. However, the human factor is still an integral part of the assessment. The online testing only has specific answers uploaded in the system and needs to account for minor errors, such as the absence of a full stop or extra space between words. In such cases, the system will evaluate the sentence as incorrect, even though the sentence was grammatically and content-wise correct. Therefore, when creating a test, lecturers who set up the test try to give

as many plausible answers as possible, but educators only sometimes succeed in guessing the student's thinking. In this case, the tests are checked manually, especially when the student is at the grade boundary. Our experience shows that back checking by the lecturer is essential because students, often under the influence of their nervousness, make errors. If we relied only on the generated grade, students would receive low grades, and many would not even pass the test. Online testing sometimes has technical pitfalls and risks. A good Internet connection is a prerequisite to taking the test.

We note that the drawback of the eSkúška is the slightly confusing homepage because it contains various courses and tests created by other teachers. Students who are under pressure are often unable to find their test; in such a case, they need to be helped by a teacher. Another aspect that deserves consideration is the lack of students' attention. Some test takers sometimes find it difficult to concentrate on the test instructions, which leads to unnecessary mistakes that may worsen their performance. To avoid cheating on the exam, students cannot return to questions they have already answered, which may also be seen as a disadvantage, and may result in a worse grade.

Conclusion. Concluding the discussion on testing the vocabulary and grammar skills in the eSkúška online platform, we determined the advantages and limitations.

Advantages of conducting online testing in the eSkúška system:

- the eSkúška online platform provides the possibility of assessing the knowledge of English vocabulary and grammar;
- the possibility of carrying out online testing with large groups of students at the same time in different classrooms;
- an immediate assessment and teacher feedback;
- paper-based tests are not done because it is not necessary.

Limitations of conducting online testing in the eSkúška system:

- students' responses require verification;
- the unstable Internet connection.

We conclude that online testing in the eSkúška system is appropriate for evaluating the knowledge of large groups of students. A powerful device and a good quality internet connection are essential for online testing. Students benefit from online testing for its clarity, simplicity, and instant feedback. Teacher feedback is essential to ensure an adequate and fair assessment. Compared to traditional, paper-based testing, the advantage of online testing in the eSkúška system is its legibility. It saves the teacher's time in reading the student's handwriting. However, students may make a typo. The reason is out of inattention. In this case, it is up to the teacher to evaluate the severity of the typo and whether or not to deduct a point from the student's grade.

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TIPS FOR WRITING JOB-RELATED CORRESPONDENCE IN SLOVAK

Keywords: higher education, Slovak language teaching, job-related correspondence.

Introduction. In the present century, the youth generation of Slovakia enters and then studies at higher education institutions. Slovak higher education policy concentrates on supporting young people's educational aspirations (Zákon č. 131/2002; Ministry of education, 2023). Strong knowledge of the Slovak language is essential to enroll in Slovak-taught programs. Proper language training for future

specialists in economics includes the development of writing skills in the Slovak language. However, it is worth noting that writing a cover letter and preparing for a job interview are significant components of Slovak language training for university students who opt for an economic direction for their future careers. In particular, at the University of Economics in Bratislava, where students of economic majors get knowledge, the course Slovak for economists (Kvapil, Uličná, 2018; 2019; Kvapil, 2016) is taught. The course is expected to include practical tips for official written documents and economic terminology. When using economic terminology, in addition to the ability to formulate ideas clearly, define concepts precisely, and conduct a professional dialogue, students have to know grammatical principles assumed to be fundamental to the Slovak language at level B2 to CEFR (CEFR for languages: learning, teaching, assessment, 2001).

Methodology. The current argumentative research paper specifies tips for writing a cover letter in Slovak. This paper suggests guidelines for writing a high-quality cover letter in Slovak. It offers exercises focused on teaching writing job-search papers in Slovak during the professional language training of students majoring in economics. We examined the completed written assignments. Then we carried out an analysis of errors made by students in written tasks related to job-search activities. The article gives examples of errors that are most often made. We note that the gradual acquisition of language for business purposes includes studying the rules of drawing up written documents on career-related matters.

Results and discussion. To a large extent, the cover letter aims to promote a student's candidacy for a job position. Writing a cover letter as a job seeker is one of the complex tasks that talented students and university graduates encounter when they want to find a job. While writing a cover letter, it is essential to consider that it should meet the objectives of a student. William J. Banis (2004) explained the critical rules of writing job-search correspondence. He provides examples of job-search letters in English. In the Slovak language, Banis's guideline for writing a cover letter is also applicable. In particular, a cover letter in Slovak provides information about the address and phone number of the job seeker; the date of writing the cover letter;

and the name, title, and address of a manager or a responsible person to whom the letter is addressed. The cover letter in Slovak consists of three paragraphs and a close part. In the first paragraph, the job seeker explains the objective of the application and informs how he knew about the organization. In the second paragraph, he gives a concise overview of his work history and the skills that will help him perform the job. In the third paragraph, the applicant for work states his confidence in his abilities and gives information on how he can be contacted. A close part expresses appreciation. Then, beneath a job seeker's signature, and typed name should be indicated. Next, the applicant alerts his reader that another document – a resume – accompanies the cover letter.

Writing job-related correspondence and preparing for a job interview in Slovak requires training. The exercises are carried out during the lessons to prepare students to pass the job interview and to write a cover letter in Slovak. Below are examples of exercises.

Cvičenie č. 1.

Napište k odpovediam na pracovnom pohovore otázky:

- a. Celkom schopne hovorím po nemecky. Aj moja anglina ujde.*
- b. No, počítam s tým, že vo vašej firme dostanem služobné auto, počítač a mobil.*
- c. Vlastne neviem, čo všetko vaša firma robí a aká je veľká.*
- d. V žiadnom prípade sa nechcem nič nové učiť. Podľa mňa už viem všetko, čo potrebuje táto pozícia.*
- e. Nepotrebujem spolupracovať s ostatnými, som najlepší/najlepšia.*

Cvičenie č. 2.

Preformulujte odpovede (Cvičenie č. 1, a-e) tak, aby na pracovnom pohovore urobili dobrý dojem.

Cvičenie č. 3.

Máte záujem o prácu ekonomického redaktora denníka SME. Napište motivačný list v rozsahu minimálne 10 viet, ktorý pošlete firme spolu so životopisom. Vysvetlite v ňom, prečo sa o prácu uchádzate a prečo si majú vybrať práve vás. Nezabudnite na správnu formálnu stránku listu.

The lecturer graded written assignments of the University of Economics in Bratislava students in the summer semester 2021/2022 academic year. Exploring errors in students' writing assignments enables determining spelling errors. We note that the types of spelling errors were systematized by Cook (1997). The current paper uses Cook's research findings to analyze spelling errors. Cook distinguishes the following error categories: omission, substitution, insertion, and transposition. According to James (1998), "error is being an instance of language that is unintentionally deviant and is not self-correctible by its author."

We identified spelling errors in the assignments within taking the Slovak language course for students majoring in economics. The omission of a single letter (ll-l) occurs in the word *kollektivu* for *kolektívu*. The substitution of one letter by another (y-í; i-ý; y-i) is in the following examples: *cudzy* for *cudzí*; *akimy* for *akými*. Spelling errors in international and geographical names are found. For example: *team* for *tím (kolektív)*; *v office* for *v kancelárii*; *Zalzburg* for *Salzburg*; *Vienna* for *Viedeň*.

Grammar errors occur in the writing assignments in the Slovak language as evidence of faulty or controversial language use. It makes it hard for the university lecturer to understand the general train of thought of the student. According to James (1998), there are two types of grammar errors. The researcher says: "Grammar has traditionally been discussed in terms of morphology and syntax" (James, 1998). In Slovak language learning, students frequently make morphology errors while using nouns, verbs, adjectives, pronouns, or propositions. In this article, we give examples of morphology errors (ME=) and corrected errors (MCE=). Such as (ME=) *pracovný prax* – (MCE=) *pracovná prax*; (ME=) *stáž, ktorý mám za sebou* – (MCE=) *stáž, ktorú mám za sebou*; (ME=) *z praci, z pozícii* – (MCE=) *z práce, z pozície*; (ME=) *propagacii denniku* – (MCE=) *propagácii denníka*; (ME=) *k prace* – (MCE=) *k práci*; (ME=) *o šéfe, v dennike, o obchodnej informacie* – (MCE=) *o šéfovi, v denniku; o obchodnej informácii*; (ME=) *s firmy* – (MCE=) *z firmy*; (ME=) *z čím, pracovať z Word* – (MCE=) *s čím, pracovať s wordom*; (ME=) *ja by veľmi chcel* – (MCE=) *ja by som veľmi chcel (veľmi by som chcel)*. Syntax errors (SE=) and

corrected errors (SCE=) we found in writing assignments. Such as (SE=) *ja by veľmi chcel* – (SCE=) *ja by som veľmi chcel (veľmi by som chcel)*.

To reduce the number of spelling and grammar errors to a minimum, students do tasks and take tests. We note that language testing helps avoid most grammar and spelling errors. Martina Uličná believes that testing is essential for improving students' knowledge of the Slovak language (Uličná, 2022; 2023).

Conclusion. Concluding the discussion on writing job-related correspondence in Slovak, we recommend preparing error-free documents, communicating correctly with no errors, and tailoring the cover letter for each vacancy. When reflected in writing and speaking the above-mentioned job-related tips, a job-seeker would make an impression of a responsible person who knows how to communicate and operate professionally.

Excellent writing skills are in high demand for students who want to connect their professional life with economics, and the ability to communicate is invaluable in the economic sector. Moreover, a cover letter usually is one of the first documents employers, including in Slovakia, will have about the competency of the prospective candidate. That is why teaching the Slovak language to youth who opt for an economic direction for their future careers evolves acquaintance with the rules of drawing up written documents on career-related matters.

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COMPREHENSIVE INTERNATIONALISATION WITHIN STUDENTS’ VIRTUAL EXCHANGE

Keywords: higher education, comprehensive internationalisation, virtual exchange, university students, English class.

Introduction. Nowadays researchers have seen that internationalisation in higher education gained increasing relevance in connection with the development of the European scientific and educational network, and transnational intellectual space.

In many European documents dedicated to Erasmus+ Virtual Exchange initiatives, virtual exchange programs are defined as digital permanent educational interaction programs, during which the profound impact of internationalisation is combined with the use of digital technologies (Virtual Exchange Coalition, 2019).

In general terms, virtual exchange is considered by O'Dowd (2017) as an educational strategy that promotes and supports the interaction of students in online international collaborative projects (COIL), which enables them to experience intercultural exchanges with peers of another culture or different geographical locations.

We support the idea of the Association of Commonwealth Universities (2020) that the implementation of the COIL project is a good example of a short-term interactive initiative. The collaborative project can enhance building student skills not only in English language, communication, and digital competence but also in intercultural competence. A virtual exchange project usually includes identified learning outcomes, integrated into the designed modules, students' collaboration, and two or more universities in different countries.

In light of recent events in Ukraine, students' virtual mobility is an important component of internationalization that can be realized through the participation of students in student exchange programs. According to Knight (2003), internationalisation is the process of integrating an international, intercultural, or global dimension into a purpose that can be defined at national, sectoral, and institutional levels.

The global changes in economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalisation.

Hudzik (2011) defines the term “comprehensive internationalisation” as a commitment, confirmed through action, to infuse international and comparative

perspectives throughout the teaching, research, and service missions of higher education.

Thus, this paper is an overview of the relationship between comprehensive internationalisation and virtual student exchange through the description of the SUNY COIL project (SUNY COIL Projects, 2022), which took place at the Ihor Sikorsky Kyiv Polytechnic Institute during English language classes from September to November 2022.

Methods. To accomplish the goals of the paper theoretical methods were used. They are a generalization of the cultural studies and pedagogical literature to consider the aspects of comprehensive internationalisation; the examination of the interrelation between comprehensive internationalisation and virtual students' exchange; the consideration of the English language in virtual exchange problems.

Results and discussion. In the literature, there seems to be comprehensive consideration of internationalization in higher education. Internationalisation is the process of integrating the international or intercultural dimension into the educational and research functions of the institution. Thus, at the university level internationalization is the process of turning a national university into an international one, including the international aspect in all components of university management in order to improve the quality of teaching, and research and achieve the required competencies.

So, on the one side, internationalisation has focused on the international integration component in national scientific research, public activity, and educational services in higher education but on the other side, the process of internationalization has aimed at the export of educational services and achievements of national science. In such a way internationalization in higher education can enhance the development of the global space. It can be classified as external (for instance, international academic mobility, virtual students' exchange, etc.) and internal (implementation of world standards, internationalization of educational courses, intercultural projects, etc.). Let's consider the comprehensive internationalization analysing of the SUNY COIL virtual exchange project.

A virtual exchange project SUNY COIL, which we considering as the case study lasted 8 weeks (from September to November 2022). While participating in this project, faculty members from the Ihor Sikorsky Kyiv Polytechnic Institute worked with representatives from a partner university in Wilmington, North Carolina.

The participants of the project were bachelor's students who studied in the specialty “Public Administration”. Students from foreign institutions were in various specialties such as “Business Research” and “Tourism”. The general topic of the virtual exchange program was determined by the teachers, and the topic “Sustainable development” was chosen due to its internationalisation impact and the variety of subtopics.

Thus, students researched and compared the cultural conditions for the implementation of sustainable goals in Ukraine and the United States. Nine focus groups were created, each of which included 4-5 students. After completing the introductory tasks, students worked in groups to collect and compare real evidence of the implementation of sustainable goals in Ukraine and the United States. Students were interested in such topics as No Poverty; Zero Hunger; Quality Education; Clean Water and Sanitation; Responsible Consumption and Production; Sustainable Cities and Communities; Good Health and Well-being; Peace, Justice, and Strong institutions, etc. During teamwork, students summarized their findings in presentations (a format freely chosen by groups) and shared them on the Flip platform, then during Zoom meetings, students discussed their impressions and results.

During virtual exchange programs, students work in international teams, they use different communication and behavioral strategies, English language, and digital etiquette. During the collaboration, students understood that not only the way of communication but also the expectations of the project participants may differ due to cultural diversity. To perform tasks effectively and due to the established deadlines, project participants must be guided by the rules of cultural interaction and be tolerant of cultural diversity in the team. As noted by Henmann (2016) and Mery (2020), following the principles of comprehensive internationalisation can teach students to

interact effectively in an intercultural society. By participating in virtual exchange projects, students start better acknowledging and respecting cultural differences, easily overcoming cultural and language barriers, leveraging cultural diversity for common goals, etc. With the support of teachers, a safe virtual space is created to build strong communication, created tolerance, and social-emotional presence when working in a team. It is an exciting, but at the same time challenging educational path, where students learn not only about others but also about themselves.

Conclusion. Thus, this paper has presented an overview of the relationship between comprehensive internationalisation and virtual students' exchange through the description of the SUNY COIL project (SUNY COIL Projects, 2022), which took place at the Ihor Sikorsky Kyiv Polytechnic Institute during English language classes from September to November 2022. It clarified the definition of “comprehensive internationalisation” and analysed skills, and abilities gained by students during their participation in the virtual exchange projects from the point of view of internationalisation.

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EXPLORING THE EFFECTIVENESS OF MOOCS AS A NON-FORMAL EDUCATION TOOL FOR TEACHING FOREIGN LANGUAGES

Keywords: formal education, non-formal education, MOOCS, foreign language learning.

Introduction. Formal, non-formal, and informal education are three different approaches to learning, each with its unique characteristics and purposes. In Ukraine, these three types of education coexist, with the formal system being the most widely recognized and established. Formal education in Ukraine includes all levels of education that are recognized and accredited by the Ministry of Education and Science of Ukraine. This includes primary, secondary, and tertiary education, including universities and vocational schools. Formal education is structured, with a set curriculum and standardized assessments.

The Ukrainian education system has undergone significant reforms in recent years, including changes to the curriculum and the introduction of new assessment

methods. According to a report by the Organisation for Economic Co-operation and Development (OECD), Ukraine's formal education system has made significant progress in terms of quality, access, and equity over the past decade. However, there are still challenges related to teacher training and quality, as well as inequalities between urban and rural areas.

Non-formal education in Ukraine is regulated by several laws and regulations that aim to ensure quality, accessibility, and equity of educational opportunities for all citizens. The main legal framework for non-formal education in Ukraine includes the Law on Education, the Law on Adult Education, and the State Program for the Development of Education in Ukraine.

According to the Law on Education, non-formal education is defined as “education that is not based on the requirements of a state standard and is provided outside the formal education system” (Article 10). This type of education is designed to meet the diverse needs and interests of learners, promote lifelong learning, and contribute to personal and professional development.

Non-formal education in Ukraine includes all educational activities that are not part of the formal education system but are still structured and organized. This includes training programs, workshops, and other educational activities offered by organizations such as NGOs, community centres, and private companies. Non-formal education is often focused on specific skills or knowledge and is often used as a supplement to formal education or for professional development.

Informal education in Ukraine is a type of learning that occurs outside of traditional educational settings and structures. This includes learning through experiences, such as apprenticeships or internships, as well as self-directed learning and informal learning networks. Informal education is often personalized and is based on the learner's interests and needs.

According to a report by UNESCO, Ukraine has a strong tradition of non-formal and informal education, with a rich network of community organizations and non-governmental organizations (NGOs) that offer a range of educational programs

and activities. However, there are still challenges related to access to education and the quality of non-formal and informal education.

Overall, the legal framework and institutional support for non-formal education in Ukraine demonstrate the country's commitment to promoting lifelong learning and providing diverse and accessible learning opportunities for all citizens. Formal, non-formal, and informal education are all important components of the Ukrainian education system. While formal education is the most established and widely recognized, non-formal and informal education play an essential role in supplementing and enhancing the formal system. To ensure that all learners have access to high-quality education, it is essential to continue to invest in and support all three types of education in Ukraine.

Methodology. In 2022, an experiment was conducted to evaluate the effectiveness of non-formal education through Massive Open Online Courses (MOOCs) for teaching foreign languages to university students using the Licart scale. The experiment involved 75 university students who were currently enrolled in a foreign language course, and they were randomly assigned to either a MOOC group or a control group.

The MOOC group participated in a language course available on a MOOC platform, which included interactive lessons, video lectures, quizzes, and opportunities to communicate with each other and practice their speaking skills. The control group continued with their regular foreign language course, which included formal instruction, textbook readings, and homework assignments.

At the beginning of the experiment, all participants took a pre-test using the Licart scale to assess their language proficiency, and after 12 weeks, they took a post-test to evaluate any changes in their language proficiency. The data collected from the Licart scale were analyzed using statistical methods, such as t-tests and MANOVA, to determine the effectiveness of the MOOC intervention and identify specific areas where it was the most effective.

Results and discussion. The results showed that the MOOC intervention was significantly effective in improving language proficiency, as indicated by

a significant difference between the pre-test and post-test scores for the MOOC group. Additionally, the analysis revealed that the MOOC intervention was most effective in improving reading and listening skills. The results of the Licart scale pre-test showed no significant differences in language proficiency between the MOOC group and the control group ($t(73)=0.36$, $p=0.72$). However, after the 12-week intervention, the MOOC group showed a significant increase in language proficiency compared to the control group ($t(73)=2.52$, $p=0.01$). The MANOVA analysis also showed a significant effect of the MOOC intervention on the four language skills ($F(4, 70)=3.68$, $p=0.008$)

The results of this experiment indicate that non-formal education through MOOCs can be an effective supplement to formal language instruction in universities. The significant increase in language proficiency among the MOOC group suggests that the interactive lessons, video lectures, and opportunities for communication and practice provided by the MOOC platform were effective in enhancing language learning.

These findings are consistent with previous research that has demonstrated the effectiveness of MOOCs in language learning (Li & Wang, 2019; Zhang & Chen, 2018). MOOCs offer students the flexibility to learn at their own pace and provide access to a wealth of language learning resources, including authentic materials and native-speaker interactions (Bertschi-Kaufmann, 2015).

However, it is important to note that this experiment was conducted with a relatively small sample size of university students. Further research with larger and more diverse samples would be necessary to confirm the generalizability of these findings. Additionally, future research could explore the effectiveness of MOOCs in combination with other non-formal education methods, such as language exchange programs or study abroad opportunities. Overall, the results of this experiment suggest that non-formal education through MOOCs can be an effective supplement to formal language instruction in universities, providing students with additional opportunities for language learning and cultural understanding.

Conclusion. In conclusion, the experiment demonstrated that non-formal education through MOOC platforms can be an effective supplement to formal language instruction in universities for enhancing students' language proficiency and cultural understanding. The Licart scale was a useful tool for evaluating language proficiency and identifying specific areas for improvement in the MOOC language courses. The findings of this experiment could inform the development of more effective and engaging MOOC language courses in the future.

The study emphasizes the importance of investing in and supporting all three types of education in Ukraine to ensure that all learners have access to high-quality education. The MOOC intervention for foreign language learning showed significant improvements in language proficiency among university students, suggesting the effectiveness of non-formal education as a supplement to formal instruction. The study underscores the potential of MOOCs in language learning and recommends further research on their effectiveness in other subject areas and with other groups of learners.

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INNOVATIVE APPROACHES AND METHODS IN FOREIGN LANGUAGE TEACHING

Keywords: innovation, education, method.

Introduction. One of the most significant aspects of human development is learning languages. Language practice, which is a form of communication, can take place in a structured class or a natural setting, for instance, in a family or community. High-level language fluency is sought after by professionals from a variety of professions because it influences problem-solving effectiveness and professional advancement as well. The effectiveness and accomplishment of this objective depend on the strategies used and the qualifications of the teachers. The ability to integrate information technology and innovative teaching techniques helps students grasp new material quickly (Bonwell & Eison, 1991).

Methodology. The conceptual method, methods of induction, deduction, analysis, and synthesis, as well as the graphic method used to assess the level and development of the foreign language teaching system, involve our research's theoretical and methodological foundation. On the other hand, the following theoretical learning strategies for teaching foreign languages are analysed in the given article: the grammar-translation method, the cooperative learning method, the project method, the brainstorming method, the case study method, the role-play method, the mnemonics method, the theatre production method, the dilemma method, and the discussions method.

The author has addressed the following research issues in this article:

1) Theoretically explore innovative approaches and methods in foreign language teaching. 2) Empirically evaluate the methods of foreign language teaching used by students. The article's information base consists of both, the findings of scientific studies and methods for determining how the key players in the educational process interact (Borg, 2003; Freeman, 2002; McBer, 2000; Walls, Nardi, von Minden & Hoffman, 2002, and so on).

Regarding the known strategies and approaches, the theoretical aspects of the following methods and approaches for teaching foreign languages are covered in the article: Humanistic Approach, Communicative Approach, Culturological Approach and Problem Approach.

The humanistic approach is based on the concept that students' individuality should be directly reflected in the learning process. By designing game scenarios, teachers may better engage their students. The teacher's personality is less significant in a humanistic approach, yet it is still significant (Fazeli, 2012). With *the communicative approach*, grammar knowledge may be applied to speaking and writing abilities too. In other words, the students must be able to utilize a word in speech or their writing in addition to knowing its translation (Liao, 2000). The development of intercultural competency is the fundamental goal of *the culturological approach*. The approach is based on the pedagogical concepts that characterize the cultural orientation of learning a foreign language (Shipunova, Berezovskaya, Gashkova & Ivanova, 2017). *The problem-solving approach* serves as a tool for students' thinking and skill development. The unique aspect of the problem-based learning approach is that students participate in the process of making their own unique discoveries and gaining new knowledge, which is the next step in learning. Instead of only learning the offered facts, they also construct assumptions and arguments in favour of their conclusions. As a result, problem-based learning encourages independence and helps students develop the abilities necessary for learning (Rogers, 2001).

Results and Discussion. The three main areas of renewing the curriculum of higher education are personality-oriented education, the significance of international and national principles, and maintaining the quality of education based on the latest achievements in educational research. This leads to the development of a distinctive inclination to improve the communicative orientation of the educational process or its approach to the actual communication process. Therefore, the *competence-based approach* should be considered while developing the methodological material for modern foreign language teaching (De Lano, Riley & Crookes, 1994).

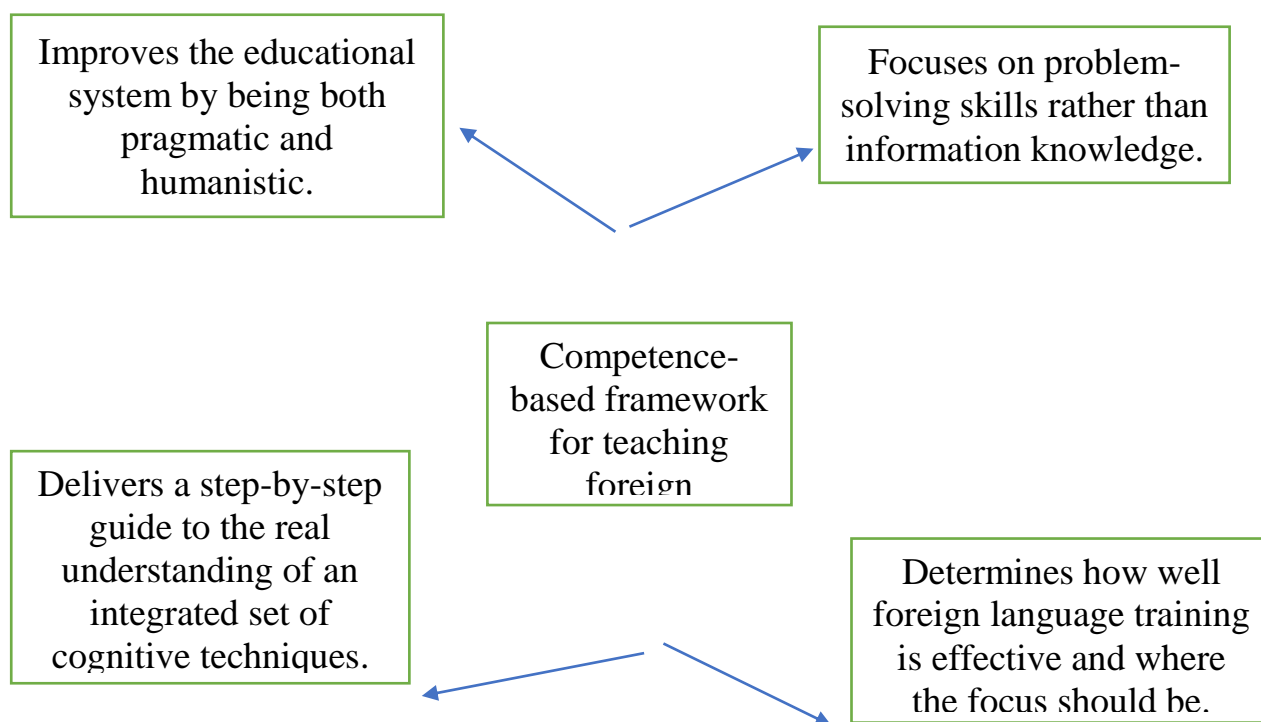


Fig. 1. *Competence-based framework for teaching foreign languages*

The research has demonstrated that students develop communicative competence, or the capacity to use the language depending on the circumstances, during the learning process based on the communicative technique. They go through a communication process to learn how to communicate. The utilization of authentic materials, as well as those used by native speakers, is thus the most important aspect of the communicative approach. The communicative method also requires the use of communicative competence, which comprises social, linguistic, and speaking competence (Pop, 2010).

Regarding the empirical part of our research, the author has addressed the following research problem in this article: empirically evaluate the foreign language teaching methods by students. The author initially collected the data about teaching methods that the students evaluated to determine which ones were the most effective. The results are presented as follows:

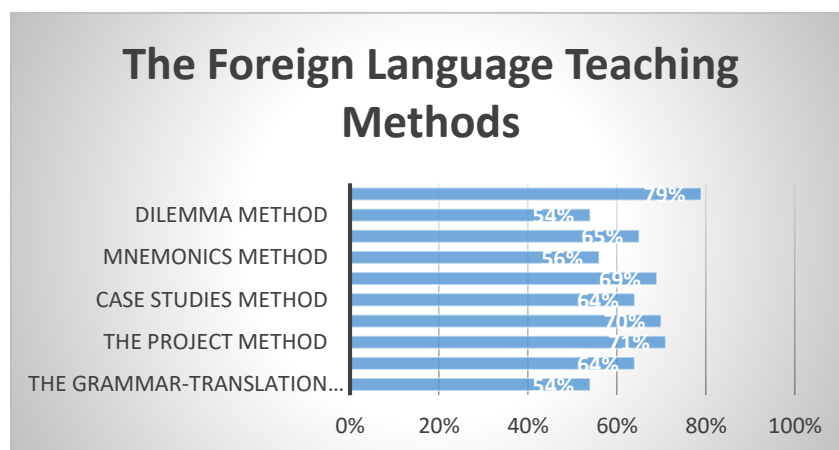


Fig. 2. *The foreign language teaching methods*

There is just a small amount of variance in the evaluation of the methods listed in the table. The research participants feel that the teaching methods used by foreign language teachers are successful. Nonetheless, it should be highlighted that no technique has received a score from the participants below 54%. Surprisingly, that includes the grammar-translation method too. This demonstrates the need for using all the techniques considered in the research to teach foreign languages. The project method, brainstorming, and discussion are the top three most effective techniques. The grammar-translation approach and the dilemma method are the least efficient.

Conclusion. Educational processes these days demand not only the use of new technology in teaching a foreign language but also modifications in pedagogical approaches and the teacher's capacity to integrate the most innovative approaches and methods into the process of teaching foreign languages. Higher education institutions should implement active teaching strategies that encourage students' independence, adaptability, and critical thinking. Innovative technologies are the most effective source of the student's cognitive activity, growing their creativity, interests, talents, and other cognitive qualities.

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THE ROLE OF INTERNATIONAL YOUTH PROJECTS IN PEACEBUILDING

Keywords: global peace, standards, grassroots initiatives.

Introduction. International projects are becoming increasingly important in today’s global peacebuilding world. International project management requires unique tools and techniques to give these projects greater chances of success.

The issue with standards in international project is that they are not standard. Standards differ from country to country, and it must be decided which standards will be used if multiple standards are required.

Therefore, we **aim** to consider how international projects can actively help in peacebuilding at the level of grassroots initiatives, and outline the main basic principles that determine the success of such projects.

To achieve the aim of this paper, the following **methods** were used: action research, synthesis, comparative analysis, and generalization of methodological and pedagogical literature.

Results. Students during military conflicts and in post-conflict times are often perceived as victims or perpetrators of the conflict. Viewing students as perpetrators may fuel suspicion and fear, meaning organizations are not inspired to work with or understand them. Viewing youth as victims may cause organizations to treat young people as passive recipients of aid, psycho-social, or other forms of assistance. (Waldman, 2009) In the Russian-Ukrainian war, students are often perceived as victims of what subsequently becomes an obstacle to their participation in peacebuilding as an active force.

However, the experience of other countries shows the opposite. As a case study, we can mention that Youth for Peace arranged its second peace conference in Cambodia. South Asia must also accept responsibility for establishing regional peace and security, as well as contributing to global peace. In every social, cultural or political movement, the youths come forward, take the leadership on their shoulders, and guide the society in right path (Chakma, 2014, p. 1). As a result, we can see that the formation and involvement of students' organizations and projects in peacebuilding has a positive effect on the dynamics of post-conflict society development.

We believe, that students' work in peacebuilding should not be limited to state-level initiatives. Students should have the opportunity to work on international projects. Grassroots initiatives, in particular, to establish post-conflict dialogue with conflicting parties. We consider, that this type of activity is appropriate because young people are less prone to stereotypical thinking and more open to peaceful conflict resolution. Figure 1 below demonstrates the interaction of the important aspects of working with students in such projects.



Figure 1. *The constituent elements of successful cooperation*

It might include working for students as beneficiaries, partnering with them, and empowering them as leaders. Ability to track progress. Such projects should have a visible starting point and a clear plan of action that the participants will have to follow. Furthermore, it is appropriate to involve students in planning and pay attention to their opinion. It is known, that there are practices of non-participation that, despite the presence of students, do not contribute to their direct influence and involvement in activities. It is believed that participant diversity and appropriate representative sampling of participants are required for international peacebuilding projects. For example, Auburn University is dedicated to making minors feel safe and welcome. As a result, all University employees (including faculty, staff, administrators, student employees, graduate assistants, and other full-time, part-time, or temporary employees), students, contractors, and volunteers are expected to hold this position (Guide for Third-Party Youth Programs, p. 3). Despite our vision of youth as the main driving force of such projects, we consider it necessary to appoint leaders from certain institutions and organizations and clearly define the boundaries of their capabilities and responsibilities. This might be done for more effective implementation of the project.

A successful example of such project is BUR camps from the program Building Ukraine Together, on Ukrainian Education Platform (BUR, 2022). One of the directions of these camps now is the cleaning and helping to rebuild the destroyed homes of Ukrainian residents. Due to the fact, that this project has not only this component and constantly changes its goals to more relevant ones, but it also enables young males and females to independently decide the direction of work and create a sustainable community. This community provides a platform for ideas exchange. Those ideas will be executed in the future considering continuously evolving area of the project. There are not many such initiatives, but the current circumstances will most likely encourage their creation.

Conclusion. Thus, we analyzed the benefits of youth organizations and projects in peacebuilding, identified their main principles, which are important for their success. Foreign experience has proven that such measures are effective. Also,

we can notice a positive trend in Ukraine regarding such projects. As we mentioned, even though there are not so many such projects, the example of BUR can assure the prospects for the development of such organizations.

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CRITICAL AND CREATIVE THINKING IN LIFE-LONG LEARNING

Keywords: lifelong learning, critical and creative thinking, learn throughout life, skills.

Introduction. Today, in times of war and the necessity of transforming all social processes more flexibly, our country's education system faces the problem of high-quality training of future professional staff. In the current labour market and constant social challenges, it is an urgent issue to develop an effective system of lifelong learning.

With the concept of lifelong learning and the development of 21st-century skills, it is essential to consider the advantages of flexibility, diversity, and accessibility in time and space. Particular emphasis is to be placed on the process of language learning, as foreign language proficiency is now an integral part of a successful future for all spheres of life.

Methodology. In the study of this issue, we used analysis, synthesis, induction and deduction, as well as simulation. Besides, the analysis and generalization of lifelong learning and creative and critical thinking conducted by O. Vovk, A. Dobryden, G Voronina and others.

It is important to note that domestic scholars also undertake a relevant and thorough study of this topic: V. Andrushchenko, O. Holovko, M. Lukashevych. Noteworthy are the fundamental research by M. Stepko, B. Klymenko, L. Tovazhnyansky (Stepko et al, 2004), and modern research by O. Lokshyna (Lokshyna, 2019).

Results and discussion. Lifelong learning was introduced in 1972 at a UNESCO meeting, focusing on the needs and rights of people to learn throughout life, the formation of an integrated approach to formal and non-formal learning, and the provision of education for people of all ages.

The Memorandum on Lifelong Learning in Europe, adopted in 2000 in Lisbon, outlined the main principles for the development of adult education in the modern world, among which new basic skills for everyone are first and second. Such competencies are developed in the process of lifelong learning from early childhood in the field of both formal and non-formal learning (*European Commission, 2018*).

All recent educational reforms and curricula focus on the skills of the 21st century, their integration and their implementation in the learning process. Accordingly, the concept of 21st-century skills has been increasingly prominent in articles and online resources recently.

At the beginning of the 21st century, many organizations and leading companies, such as Adobe Systems Incorporated, Apple, Microsoft Corporation and others, identified the following skills for a successful employee: responsibility and

adaptability, effective communication, creativity and curiosity, critical and systemic thinking, information skills, and others. As for critical and creative thinking, their importance is constantly growing. At the World Economic Forum in Davos in 2023, where the lists of skills required for a successful person are constantly updated, international experts ranked critical thinking in fourth place, and creative thinking in fifth place (*World Economic Forum, 2023*).

The combination of these two skills and their development in the course of education is the key task for a teacher today since the outcome of the whole process is to teach a person to apply knowledge in practice, where creativity is often the main challenge. Today, a successful employee needs to be not only competent in their field, but also able to find non-standard approaches for successful career growth. Creative thinking stimulates the expansion of the boundaries that exist in the rational world and is the basis for tolerance, empathy and understanding.

As for the forms of activities that allow students to develop critical and, as a result, creative thinking, these can be any type of task. But firstly, students should learn to ask the proper questions about texts, essays or online resources to analyze them properly and develop arguments and statements to support them. This will also contribute to their ability to evaluate lectures, lessons and the material delivered during them, formulate their arguments and compose critical essays.

Today, many online platforms help develop students' creative and critical skills, such as Padlet, Ziteboard, and Infogr. am, Stormboard, Miro, etc.

Thus, as a 21st-century skill, critical and creative thinking is becoming a must for ESP learners, not an optional one. Providing an appropriate atmosphere for developing these skills is an interdisciplinary process and requires cooperation and mutual understanding between all those who are engaged in the learning process.

The most effective way to develop this kind of thinking in students is to provide them with teaching models and engage them in assignments and activities that involve analysis, synthesis, generalization, reflection, and problem-solving.

Creativity is enhanced when a student engages in creative projects (writing an essay, creating a picture, producing a movie, composing music, writing a review

or annotation of a work, preparing a presentation, etc.). Critical and creative thinking, the ability to solve problems creatively, is improved if students not only reproduce but also create their ideas. And a rational combination of creative tasks and exercises aimed at developing critical thinking is the greatest achievement for a teacher as a moderator for modern youth.

Conclusion. Thus, the combination of critical and creative thinking turns education into an interesting and engaging process that is proactive, collaborative, cognitive, engaging, and productive. It helps to develop the personality of students and supports their self-realization. The growth of self-sufficient and creative students requires the development of both critical and systematic and also creative thinking in learning, research and project activities and problem-solving. The formation of these skills requires both individual and group work.

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VIEW ON ACADEMIC MOBILITY THROUGH MODERN DEMANDS

Keywords: education, academic mobility, educational process, higher educational institutions.

Introduction. Due to global changes in the process of development of modern society, a wide range of new perspectives and possibilities to obtain and further enhance knowledge is available nowadays for every person. Young people have become more inspired and motivated to take different courses to expand their knowledge in the field they are striving hard to progress and succeed. It should be admitted that even some decades ago e-learning and distance learning was considered a ghost in education. However today the possibilities opened up by both regular and distance learning seem infinite. Modern students equipped with fundamental knowledge surely become a valuable target for employers hunting for graduates who know a lot outside their major and are more capable and have a strong desire for self-development. Different forms of studying which have developed recently allow students to concentrate on certain subjects that are supposed to be in great demand and develop adequate interpersonal skills and the willingness to learn.

With the development of technology, the increasing eco-awareness regarding traveling, the COVID-19 pandemic and consequent travel restrictions, virtual mobility, and ‘internationalization at a distance’ (Mittelmeier et al., 2021) are becoming even more significant than ever (Falk & Hagsten, 2021).

In this regard, it is necessary to mention an increased demand for academic mobility programs, which have a significant influence on the promotion of

educational goals among students. Students face the task of choosing a suitable major and more and more of them are participating in one of the different programs of academic mobility. Students who are interested in their career advancement make their best to widen the borders for themselves to get a good education. They learn English or other foreign languages to have unlimited opportunities to acquire knowledge in any university they choose and feel comfortable in different conditions while studying (Shen et al., 2021).

Law of Ukraine “On Higher Education” (2014) states that academic mobility is an opportunity for the participants of the educational process to study, teach, undergo internship, or conduct research activities in another educational establishment (scientific institution) both domestically or internationally.

International academic mobility is a relevant and highly differentiated phenomenon, shaped by a complex set of factors and bearing different impacts upon the internationalization of academic activities, splitting the academic profession not only between mobile and non-mobile academics but also between different types of mobile academics (Rostan & Höhle, 2014).

To be an active participant in exchange programs offered to students by the departments of academic mobility in higher institutions the knowledge of a foreign language plays a crucial role and thus increases students’ readiness to study in a foreign educational environment (Yamshinska & Svyrydova, 2018).

Methodology. Academic mobility is considered by the authors as a means of motivation to increase the communicative competence of technical students.

The survey was conducted to investigate the opinions of students on their readiness to use their knowledge of English to become proficient at speaking a language while studying abroad. The survey was carried out among the students of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. Students answered some of the survey questions.

Results and discussion. Among junior students (1st–3rd years of study), 35% (17 people) consider that they have sufficient language proficiency and are ready for living abroad and speaking a foreign language, while the other 65% gave a negative

answer. The replies of students, obtaining Master's degrees, were divided equally by 50%. (Figure 1)

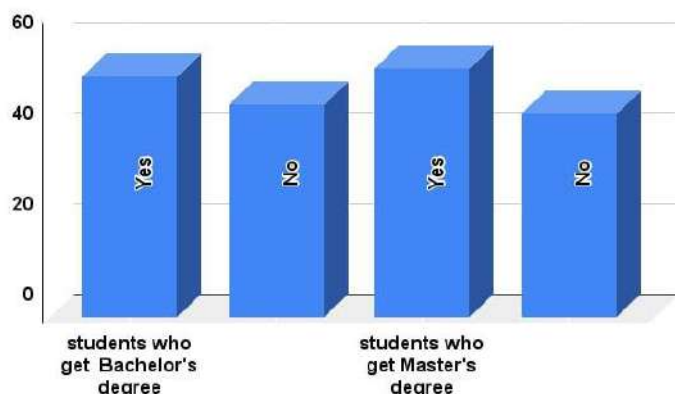


Figure 1. Respondents' opinions on how adequate is their level of foreign language knowledge to participate in international programs

Various changes in the economic and political life of our country will surely shift students' opinions and motivate them to find new ways of realizing their potential.

The results of the survey confirm the favourability of the students to the mobility programs since a majority of students (53% of the first group and 55% of the second, respectively) consider it as a way of improving the level of spoken English and increasing the degree of formation of communicative competence developed in the process of studying at a non-native university. (Figure 2)

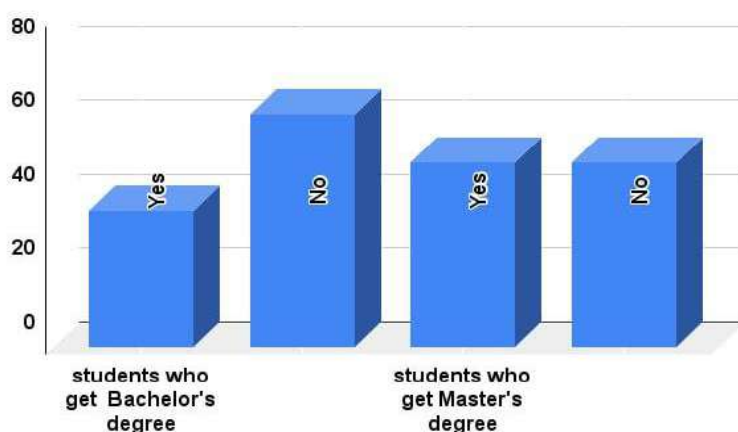


Fig.2. Respondents' opinions on how exchange programs are able to improve their language knowledge

In this context, we consider academic mobility as one of the essential factors aimed to stimulate the learning of foreign languages for professional purposes and stipulate the importance of the formation of intercultural professional competence of technical students.

Based on the analysis of related articles on academic mobility Liu, D., Che, S. gave the following classification of it divided into the following categories: (1) International student mobility within specific regions or the impacts and determinants of such mobility; (2) The bearing of international academic mobility and innovative solutions on the countries of origin and destination); (3) Workforce mobility to examine how cross-cultural management defines subtle differences in cultural intelligence; and (4) Cross-border academic mobility and international careers or international collaborations (Liu et al., 2022).

There are many academic mobility programs that allow both teachers and students to participate and enhance their level of knowledge in different fields where they want to progress.

The most popular EU's program among students and teachers and scientists is "Erasmus+". The mentioned categories of people have an awesome opportunity to take advantage of it to be involved in international collaboration between people living in European countries and beyond their borders. The program aims to support not only the provision of educational services but cross-cultural communication. Thus, the participants of this program become a part of a European community that has a strong desire to develop and always shows its readiness for modern innovations.

ESL teachers in technical universities in Ukraine should encourage students to be more active in learning English as an instrument that contributes to expanding their horizons for self-development and studying. It was proved by the results of the survey when for most students (65%) the academic mobility program seems to be a reason for more advanced English language learning.

Conclusion. The main task of the research was to determine the motivation factor for students to learn a foreign language. It was claimed that gained language skills can be applied for further development and improvement of their knowledge

through participation in international academic mobility programs. Increasing students' awareness of exchange programs, we provide the opportunity to choose exactly the program that would be interesting and useful for each individual. Thus expanding boundaries, they become more comfortable in different conditions while studying both in Ukraine and abroad.

In the conducted study, the authors considered academic mobility as one of the essential factors for stimulating the study of foreign languages in a professional direction and determined the importance of the formation of professional competencies of students of technical specialties. The authors claim that the young generation of students should be prepared for social integration outside our country.

The authors identified the main goals of the existing exchange programs as to equip students with different views, knowledge, learning methods, and work practices in an international environment through the development of critical thinking and research skills.

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DISCOURSE ANALYSIS OF ENGLISH TEXTBOOKS FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE: INSTIGATING STUDY STRATAGIES

Keywords: language study, e-textbook research, discourse analysis.

Introduction. The most important necessity in studying English is a textbook. English textbooks are educational materials for language learning designed to highlight areas of the English language, which need more learning, and to provide practice, outlining vocabulary, spelling, characteristics, grammatical principles, and the usage of English. These educational materials are focused on the genuine use of the language for communicative purposes in a variety of meaningful contexts. Most textbooks are published in printed format; however, they are now becoming available online as digital copies or electronic books.

In this paper, English textbooks of two different trade book publishing companies were selected to investigate how different techniques in their materials influence the studying processes in learners. The analysis were performed by using

the resources/ series of the Macmillan Education Everywhere digital student's books and the English File (fourth edition) digital student's books that provide their learners with a print-free option of accessing the physical student's books contents.

The criterion for the choice of these e-textbooks was based on the fact that they are widely used by English teachers and offered by recognized publishing houses. Multimodality is evident in these electronic educational materials, where elements such as language, images, graphics, space, and accompanying sounds are combined "in an integrated whole" (Van Leeuwen 2004, p. 10). Language, visual elements, videos, and additional components and peculiarities play a significant role in providing real-life language input in the selected e-textbooks, as these elements are used to imitate the world outside the classroom since they reflect a degree of authenticity.

Given that the selected e-textbooks are clearly multimodal, multimodal study will make a significant contribution to research. Such investigation can evaluate tools that are used in the materials to understand their function. The purpose of the present analysis was to evaluate the selected English language e-textbooks to see the techniques that keep students involved, motivated, and interested. The finding of the study in turn can lead to designing more effective educational materials to raise the efficiency of them.

Methodology. The identification of the instigating study strategies adopted in the e-textbooks will be carried out by applying Pauwels' model for analysing websites as multimodal discourse. Pauwels' model (2012) provides a structured overview of many webpage aspects that may disclose specific techniques. The utilization of this multimodal framework for my data collection helps organize the investigation according to its phases and subphases. Moreover, it is helpful to assess different layers of the e-textbooks design without omitting ones that can be buried deeply in the webpages of the selected material. The model helps perform in-depth interpretations of the constituting elements unravelling their intended meanings. It consists of six phases:

1. *Preservation of first impressions and reactions.* This first phase requires recording the initial impression the e-textbooks make on researchers.

2. *Inventory of salient features and topics.* In this phase, researchers make a content inventory of the e-textbooks features and topics.

3. *In-depth analysis of content and stylistic features.* The third phase investigates information that resides in the separate modes of the e-textbooks. It is a central part of the analysis. This intra-modal analysis includes verbal/written signifiers, typographic signifiers, visual representational types and signifiers, sonic types and signifiers, layout and design signifiers. Moreover, researchers have to look at the interplay between these different modes. The cross-modal analysis is required as meaning or intention is often generated by the interplay of different systems.

4. *Embedded point(s) of view or “voice” and implied audience(s) and purposes.* This phase of research is an effort to identify the perspectives and audiences that can reside in many aspects of the e-textbooks. The stage helps reveal the embedded goals and purposes of the messages communicated in the e-textbooks.

5. *Analysis of dynamic information organization and spatial priming strategies.* This phase focuses on analyzing the e-textbooks organization. It looks at e-textbooks' navigational and structural items making meaning of them.

6. *Contextual analysis, provenance and inference.* The final phase generates the global significance and intention of the e-textbooks under investigation.

Results and discussion. 1. *Preservation of first impressions and reactions.* These textbooks series by the British publishing houses “Macmillan Publishers” and “Oxford University Press” offer teaching and learning aids. The authors direct verbal and non-verbal educational resources to make the materials visually appealing, polished, and professional. Thus, the learners are visually and verbally invited to study proposed materials.

The training courses include a variety of materials on global topics, presenting a wide variety of interactive exercises. They are presented in a logical progression so as to keep learners' attention. Their good layout, interesting content, and attractive design can boost engagement in the students. There are a number of features that can influence and invite them to interact with these e-textbooks. The textbooks, at first sight, make a good impression and may instigate studying.

2. *Inventory of salient features and topics.* The main content of the corpus under investigation are textual information, images and photos, videos, and audios. Through these components, the series present a wide variety of learning topics. Both series present materials to enable the learners to talk about themselves and their families, but as the e-textbooks advance, the students cover global issues such as countries, food, and clothing, acquaintance, shopping, professions, time, work, leisure, home, etc. Meanwhile, grammar covers essential structures, such as present, past and future tenses.

At the beginning of each unit, there is a mandatory list of active vocabulary, grammar, and phonetic recommendations. The e-textbooks include speaking and writing exercises, audio and video activities. By giving the students a variety of materials to work with, the e-textbooks provide multiple opportunities for the students to absorb vocabulary, grammar, sentence and discourse structure to help them unlock their confidence and study four skills.

3. *In-depth analysis of content and stylistic features.* The design of the materials is simple and familiar. They have an overall clean and right layout that makes it easy for the students to understand the messages. Well-organized tasks may hook the learners and grab their attention by being clear, concise, and compelling.

The moderate visual complexity is one of the factors contributing to engagement. The nonverbals play an important role in the e-textbooks' design and its textual messages. The use of typography in the verbal messages is simple and basic. Due to the fact that the verbal messages are the written words, each word in the materials possesses its textual paralinguistic properties. The paralinguistic features of the written corpora are displayed by font and colour choices, capitalization, and the use of non-alphabetic and abstract characters. For example, the eye-catching coloured bold type of the headlines reinforces the messages of the materials. The bold font faces in the titles of the sections and subsections offer reading aid. Hence, the textual paralanguage can determine how the students perceive and process the presented materials (Hannah, 2019). The techniques help form

a visual hierarchy that enables the learners to quickly glance through the content, identify key elements, and comprehend the co-relation between elements.

The verbal messages are legible and easy to read. The authors appropriately use paragraph spacing, the spacing between lines, font size, and letter spacing that has a profound impact on readability. All these elements make it pleasant to read and ease the flow of receiving the information, triggering a positive reaction to the content.

The materials are not only linguistically codified at the lexical level, but also created and enriched visually through accompanying photographs and drawings, abstract images, videos, tables, symbols, and icons. Each of these types of visuals helps further the performance of the contents. Along with the text, they assist in delivering more accurate instructions.

The use of images lends visual variety and appeal to the educational materials. They engage the learners' attention immediately. All the visuals are tempting and create only pleasant experience. They entertain and enlighten the students and are helpful to convey the connotation of the activities. These visual elements are deployed to visualise the content, they add context to the written content that can lead to a favourable response from the learners. Moreover, the images can enhance recall and increase retention of information. They are good in strengthening the students' memories of the issues studied in the class.

With the videos around one to four minutes in length, the authors quickly present some materials in an interactive and visually attentive manner. The videos are highly effective, acting as an excellent way for the learners to see outside world in action inside the classroom. The videos give the students an opportunity to imaginably experience a staged but real-life situation. Within the first seconds, all the videos make a great first impression; they quickly grab learners' attention and provide an enjoyable alternative in presentation of the language.

The verbal texts are supported by visuals in order to present the precise perspective on the issues presented in the materials. The represented participants of each image and video in the materials are easily identifiable, allowing for the learners to establish a clear connection with these represented participants. The pictures and

videos place the students in a meaningful and contextual situation (Morgan & Pritchard, 1998). These materials are a useful source to learn English and to acquire it without paying attention to the learning.

The visual analyses of the e-textbooks reveal that the authors use the photographs and videos of people to generate an emotive response from the students. The body language and facial expressions of the represented human participants are the influential factors of the visual contents, too. There are many pictures, in which the represented participants, human beings, address the learners with a direct gaze. These pictures generate strong engagement between the receivers of the messages and represented participants (Kress & van Leeuwen, 2006). The learners are invited to interact, as an imaginary relation is established with them.

The presence of personal pronouns breaks down any boundary that exists between the authors and the learners. The messages are constructed interpersonally with a high degree of interactivity through the frequent use of the pronoun “you” that indicates the eagerness of the authors to send friendly attitudes. By the constant use of the second person pronoun “you”, they establish a dialogue with the learners. The term “your” bears the same function. “Interaction is one of the primary techniques of involvement” (Mocini, 2005, p. 158). The technique together with interrogative sentences and the imperative mood are the linguistic procedures that directly involve the learners and establish communicative environment in the digital spaces.

The learners are faced with a wide range of activities that moves at a pace that is reasonable for most students, while covering a number of topics. The authors repeat the same topics in both modes: verbal and non-verbal, which are attention grabbing and help in delivering not only educational materials but an experience.

4. *Embedded point(s) of view or “voice” and implied audience(s) and purposes.* The series of the e-textbooks aimed at developing communication skills. The topics of the course are suitable for residents of different countries and intended for school and university students and an adult audience.

5. *Analysis of dynamic information organization and spatial priming strategies.* There are many interactive components that can influence the learners and

draw them towards studying. Every component of the e-textbooks works quickly and correctly. The students receive the perfect logical flow of materials that attracts and keeps their attention. As a result, the materials generate a positive impression and, consequently, may influence their studying behaviour.

6. *Contextual analysis, provenance and inference.* The selected e-textbooks give the students an easy guide to the main aspects of the English language and may build students' confidence at the conversational level. The materials cover important topics that the students will face in day-to-day life. Each section throughout the e-textbooks provides the students an excellent grounding in the four skills of listening, reading, writing, and speaking. The activities throughout the series are varied enough for the learners to maintain interest. In some occasions, the topics change every quickly, giving the students a feeling as though they are covering many issues at a fast pace.

There are many tasks, after studying which the students can apply the knowledge in English-speaking environment. The materials may be used for self-study students; however, it is much better to use them with a teacher who could guide them through the activities and keep them motivated.

Conclusion. The study of the e-textbooks series demonstrates that they present motivating features that can favourably contribute to developing communicative language competence in the students. The e-textbooks include valuable instructional materials for learners and teachers alike, as they can generate study and give results to the learners. They feature a progressive development of language forms and functions and offer good coverage in terms of meaningful and communicative practice, bringing authentic materials into the classroom and enhancing real communication. This study is useful for those who create textbooks, as the detected techniques have a colossal impact on the response of students and the outcomes of their studying.

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USING OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN TEACHING FOREIGN LANGUAGE

Keywords: foreign language, teaching and learning process, information and communications technology, interactivity, language skills.

Introduction. The use of new information technologies in the process of teaching a foreign language at universities is one of the most important aspects of

improving and optimizing the learning process, enriching methodological tools and techniques that allow diversifying the forms of work. Modern trends in teaching foreign languages are associated with both a key change in methodological paradigm and a technical update of the learning process, which is reflected in the massive manifestation of new teaching tools such as computer programs, the Internet and multimedia textbooks. Recent achievements in the field of high technologies reveal broad opportunities for foreign language teachers to improve the educational process and transfer it to a new basis. The technological capabilities of multimedia tools are great because they allow you to organize a variety of learning activities for students, and increase the effectiveness and motivation of learning significantly.

A lot of conferences, monographs, and articles by scientists and methodologists are devoted to the qualitative use of modern innovative technologies in teaching a foreign language at the university. A number of aspects of the investigated problem with varying degrees of coverage and depth were considered in the scientific works of Alemi (2016), Kuure et al. (2016), Van den Berghe et al. (2019), Reinhardt (2019), Cherkasova and Kurinnyi (2020), Serdiuchenko (2020), Mirzayevna (2021), Nykyporets et al. (2021), Shevchuk (2021), Havrylenko and Meleshko (2022), Su & Zou (2022), Veremiuk and Avchinnikova (2022) and others.

The **aim** of this work is to demonstrate the importance and necessity of using modern information and communication technologies in process of teaching a foreign language at the university.

Methods. When doing our research work, we used analytical and synthetic research of scientific discourse to identify information on this issue.

Results and discussion. Computer communication technologies make it possible to implement new methods activating the creative activity of students. They could participate in virtual discussions on various educational websites and thematic forums, and conduct joint creative projects together with students from various universities. Thus, the use of modern information and communication technologies in the educational process could be considered one of the active means of individualization in education.

Using computer technology, it is possible to increase the intensity of the process of learning a foreign language significantly, and involve all students in active learning activities, while individualizing learning, allowing the student to choose the necessary material, preferred forms and pace. Access to previously inaccessible sources of information is provided thanks to these technologies. The degree of efficiency of independent work increases. New opportunities for creativity and the formation of professional skills arise.

One of the new requirements for the process of learning foreign languages using Internet resources is the creation of interaction in the lesson that is considered interactivity in the methodology. This principle is not a new one, but there is still no single definition for this approach. According to the definition of theorist Fernando Arturo Torres (1996), interactivity is “the ability of a certain means to convey the properties necessary for an ideal conversation” (p. 3). According to this definition, it could be concluded that the interactive approach in virtual space serves as one of the means of achieving the communicative goal of the lesson. It differs from the principle of communicativeness due to real cooperation where the main emphasis is focused on the development of communication skills and group work. The emphasis in teaching foreign languages is aimed at the development of communication, the ability of a person to communicate and mastering the language in the process of communication.

Teaching a language means teaching communication, transmission and perception of information. There are three areas where the Internet could lead learning English to the next level: communication, information and publication. Communication is conducted through e-mail. Huge layers of information could be found on the World Wide Web. A publication could be carried out by creating a student’s own page or site on the Internet.

The Internet could be your assistant when teaching students how to write. A penfriend with a native speaker is ideal for this purpose. Moreover, it is possible to improve pronunciation skills when talking with a foreign friend through Skype. Communicating in virtual reality, the student uses a foreign language, establishes

friendly contacts and, thus, learns the culture of another country. It should be noted that training through computer telecommunication networks provides immersion of the student in a real language environment weakening the traditional language barrier in the practical use of a foreign language in this environment. Since the exchange of information takes place between peers, the content of the material includes thoughts, feelings, and ideas, situations that are interesting for students and important in their life.

The combination of active learning methods with the interactive learning environment and computer-mediated communication (the Web, e-mail and chat) allows solving such problems as:

- motivation to use the acquired knowledge in practice;
- teaching a foreign language outside the language environment;
- information and computer literacy;
- adequate intercultural communication.

The use of information and communication technologies and Internet resources as tools for the educational process has many advantages:

- a variety of virtual educational services,
- meeting the needs of students of different levels of language proficiency contributes to the individualization of the educational process;
- features of the virtual space remove restrictions related to the place and time of receiving educational services;
- the interactivity of the main part of virtual educational services guarantees the necessary feedback;
- free educational services of the highest level in the virtual space provide an opportunity to obtain necessary knowledge at relatively low financial costs.

Conclusion. Thus, experience shows that the use of communication technologies in foreign language classes increases the intensity of the educational process significantly. Finally, a much larger amount of material is learned through multimedia than in conditions of traditional education. In addition, the material is learned much better via communication technologies. Summing up the results, it can

be concluded that the introduction of information technology into the educational process is not excluded from traditional methods, but it should be combined with them reasonably at all stages of education introduction, training, application and control. The use of information technologies is not only increasing the effectiveness of education but also stimulates students to study English independently in future.

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