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***CONTEMPORARY ISSUES
IN PHILOLOGY.
INNOVATIVE METHODS
OF TEACHING
FOREIGN LANGUAGES***

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Монографія презентує колективну роботу викладачів кафедри іноземних мов Харківського національного університету міського господарства імені О. М. Бекетова, викладачів інших закладів вищої освіти України та викладачів англійської мови як іноземної з Великої Британії, США та Австралії. Колективна монографія складається зі вступу та двох розділів. У другому томі надається ґрунтовний аналіз інноваційних методів викладання іноземних мов, які активно та стрімко розвиваються у зв'язку зі зростанням потреби оволодівати іноземними мовами в сучасному світі, зокрема в Україні, та їх практичного застосування.

Запропонована монографія буде цікавою для лінгвістів, літературознавців, перекладачів, викладачів іноземних мов, аспірантів і читачів, які цікавляться питаннями функціонування мови, застосування педагогічних технологій та новітніх методик викладання іноземних мов.

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The monograph presents the collective work of the teachers of the department of Foreign Languages at O. M. Beketov National University of Urban Economy in Kharkiv, teachers of other higher educational establishments of Ukraine as well as instructors of English as a foreign language from Great Britain, the USA and Australia. The collective monograph consists of an introduction and two parts. The second part focuses on a deep analysis of innovative methods of teaching foreign languages that are actively and rapidly developing in connection with the growing need to master foreign languages in the modern world, in particular in Ukraine as well as their practical application.

The proposed monograph will be of interest to linguists, literature scholars, translators, teachers of foreign languages, postgraduate students and the readers who deal with functioning of the language, using pedagogical technologies and innovative methods of teaching foreign languages.

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VOLUME II INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES

2.1 USE OF INFORMATION AND COMPUTER TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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The article is devoted to the use of various computer technologies used in the study of a foreign language. The advantages and disadvantages of modern computer technology are characterized. Proper use of information technology in learning a foreign language makes the learning process more successful when compared with traditional teaching methods. The Internet is seen as a tool to increase motivation, develop strong language skills and improve foreign language proficiency.

The article presents the means of using computer and information technologies. The use of a computer while learning a foreign language helps to make it more rational, improves the forms and methods of control. All this is necessary for the successful social and professional adaptation of students and teachers.

Learning a foreign language using a computer provides a number of undeniable benefits. In addition to increasing interest in the subject, it is common to highlight the following benefits: individualization of education; the ability to provide feedback; objectivity of assessments; increase the efficiency of exercises.

The state of Ukrainian education and trends in society are the most effective problems of priority development of the education system based on computer technology and the creation of a single educational information environment. Due to the rapid development of science, the rapid updating of information is impossible to learn throughout life, it is important to develop interest in acquiring knowledge for continuous self-education. Intense changes in society caused by the development of modern educational technologies have led to the need for changes in the education system. The modernization of Ukrainian education determines the main purpose of vocational education to train a qualified specialist of the appropriate level and a professional who is fluent in his profession, able to work effectively in the specialty at the level of world standards. Current trends in the modernization of educational programs require the introduction of modern teaching methods. The growing introduction of new computer technologies is helping to increase the efficiency of the English language teaching process. However, combining them with traditional methods requires a systematic and elaborate approach.

Problem statement. Recently, there has been a tendency to reduce the interest of university students in foreign language classes. Traditional forms of education lag far behind the modern perception of information: students study the necessary material in the abstract, preferring to secretly view the news on social networks. In the process of traditional education, students often lack the opportunity to realize their needs for self-expression and self-knowledge. The practical lesson is aimed mainly at the passive assimilation of the material offered by the teacher, memorization of rules, without taking into account the abilities, inclinations, interests of students. We believe that in the modern educational process it is necessary to apply interesting, non-standard forms of education, which, in our opinion, will allow students to regain lost interest in learning a foreign language. The teacher must move away from the standard practical lesson, introduce something new into it that could attract attention, intensify the activities of students, encourage them to action, reflection and search. The use of new information technologies allows to implement a modern approach in teaching a foreign language, which is focused primarily on students. The relevance of the use of new information technologies is dictated by the pedagogical need to increase the effectiveness of developmental education, in particular, the need to form students' skills of independent learning, development of research, creative competence.

The **purpose** of this article is to analyze the ways of implementing innovative computer technologies in the study of a foreign language in higher education.

Analysis of recent research and publications. The problem of using information and computer technologies has attracted the attention of domestic and foreign scientists. First, we consider it necessary to reveal the essence of the concept of "pedagogical technology". Likhachev B. T. considers that pedagogical technology is a set of psychological and pedagogical installations defining a special set and arrangement of forms, methods, ways, methods of training, educational means; it is an organizational and methodological toolkit of the pedagogical process [9, p. 104]. Thus, Bepalko V. P. considers pedagogical technology as a set of means and methods of reproduction of theoretically substantiated processes of teaching and education, allowing to successfully implement the set educational goals, as well as a project of pedagogical system implemented in practice [2, p. 78].

According to Clarin M. V., pedagogical technology means the system set and the order of functioning of all personal, instrumental and methodological tools used to achieve pedagogical goals [8, p. 17]. Pedagogical technology is a well-thought-out and detailed model of joint pedagogical activities for the design, organization and behavior of the educational process with the unconditional provision of comfortable conditions for students and teachers [11, p. 35].

Selevko G. K. identifies three aspects in "pedagogical technology":

- scientific: pedagogical technologies – part of pedagogical science, studying and developing the purposes, the maintenance and methods of training and designing pedagogical processes;
- procedural-descriptive: description (algorithm) of the process, a set of goals, content, methods and tools to achieve the planned learning outcomes;
- procedurally effective: the implementation of the technological (pedagogical) process, the functioning of all personal, instrumental and methodological pedagogical tools [13, p. 16].

Pedagogical technology is a field of knowledge that includes methods, tools and theory of their use to achieve educational goals [6, p. 73–85].

Pedagogical technology is a set of pedagogical techniques that ensure the achievement of pedagogical goals [4, p. 33]. Pedagogical technology is a joint branch of pedagogical knowledge, which includes two groups of issues, the first of which is related to the use of technical means in the educational process, the second – with its organization [10, p. 29].

Presentation of the main material. The key to success in learning a foreign language is communication between the student and the teacher. The computer is an interactive machine, but it cannot completely replace live communication between people. Computer programs should be used along with traditional materials and methods. Working with a computer, the teacher inevitably changes the whole structure of the lesson and its purpose. It is necessary to specifically define the appropriate role and place of the computer in the learning process, to clarify and determine the basic concepts, to introduce methodological and technical aspects. When building a learning process using computer training programs, you should select a specific section of the work program; design a set of tasks; choose software tools for selecting tasks; to carry out examination of the selected computer tasks; develop guidelines for the learner. Working with a computer not only helps to increase interest in learning, but also provides an opportunity to regulate the presentation of educational tasks according to the degree of complexity, as well as to encourage the right solutions. In addition, the computer can completely eliminate one of the most important causes of negative attitudes to learning – failure due to misunderstanding of the material or a problem in knowledge. This aspect is provided by the authors of many computer training programs. Students are given the opportunity to use a variety of reference books and dictionaries that can be called up on the screen with just a click of the mouse. Working on a computer, the student gets the opportunity to complete the problem, relying on the necessary help [3, p. 38].

An important feature of the computer in the educational process when learning a foreign language is that it can be a "interlocutor" of the student, can work in a communicative-oriented dialogue mode, filling the absence of a natural interlocutor, modeling and imitating his speech behavior. The computer allows to see on the screen elements of local lore character, to show features of environment which can be used at formation at students of speech activity at studying of a foreign language. The computer has great opportunities for construction of color

images, helps to make necessary transformations within the set limits. These capabilities of the computer make it an excellent technical tool for various explanations and generalizations of the phenomena of language and speech activity. Currently, there is a wide variety of modern multimedia applications where you can find enough exercises for students with different levels of knowledge.

The computerization of society is leading to more and more people who want and can use these smart machines in their daily lives. Computers make life easier and more interesting. After all, if with the help of this machine for an hour or two you can attend training courses on the Internet from any subject, see the world in its current state and diversity, communicate with a huge mass of different people and access libraries, museums and exhibitions one can only dream that there is really no better means for self-development and individual education and self-education [12, p. 36].

To teach a language means to teach communication, transmission and perception of information. The Internet can take English language learning to the next level in three areas. It is communication, information and publication. Communication is carried out by e-mail, huge layers of information are contained in the World Wide Web, and publication can be done by creating your own page on the Internet [12. p. 36].

Therefore, it is easier to use the Internet – it is to use it as a source of additional materials for the teacher in preparation for the lesson. The materials can be printed and then used during a traditional lesson. Of course, in this case, only part of the possibilities of the Internet is realized. However, even with this use of the Internet, foreign language learning changes: the Internet user gets access to relevant and authentic information that is difficult to extract from other sources [7, p. 41].

The Internet can also be your assistant in teaching students to write letters. Correspondence with a native speaker is ideal for this purpose. Moreover, you can improve your pronunciation skills by talking to a foreigner using Skype. Communicating in virtual reality, the student uses his / her foreign language skills, establishes friendly contacts and thus studies the culture of another country. It should be noted that learning through computer telecommunications networks provides immersion of the student in a real language environment and thus significantly weakens the traditional language barrier of practical use of a foreign language in this environment, as information exchange occurs between peers, content includes thoughts, feelings, ideas, situations, interesting to students and relevant to their lives.

The possibilities of using Internet resources are huge. The World Wide Web creates the conditions for obtaining any information necessary for a student and teacher, located anywhere in the world: local history material, articles from newspapers and magazines, the necessary literature, etc. Students can participate in testing, competitions, Olympiads conducted on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. Students

can receive information on the problem they are currently working on in the project. This can be a joint work of Ukrainian students and their foreign peers from one or more countries.

Learning a foreign language using IT technologies has a number of advantages:

- individualization of training is provided;
- students' interest in the computer leads to high motivation of the learning process;
- students willingly have a dialogue with the computer, they have a general, computer and language culture;
- there is a possibility of providing direct feedback; – the computer does not show negative emotions when repeating mistakes;
- the mark is more objective; – effective performance of exercises and trainings is provided [1, p. 143].

However, learning a foreign language with the help of a computer has its drawbacks:

- abuse of computer effects, redundancy of points;
- ready-made computer training programs on the subject are very difficult to adapt to the traditional lesson, because they do not always correspond to the work program of the discipline, methodological goals and didactic principles in teaching.

Using the information resources of the Internet, you can, integrating them into the learning process, more effectively solve a number of didactic problems in practice:

- to form skills and abilities of reading, directly using materials of a network of various degree of complexity;
- to improve the skills of monologue oral speech;
- to replenish the vocabulary, both active and passive, with the vocabulary of a modern foreign language;
- to get acquainted with local lore knowledge, including speech etiquette, features of speech behavior of different peoples in terms of communication, features of culture, traditions of the country of the studied language [5, p. 22].

So, computer technology helps:

- to attract passive listeners;
- to make practical classes more visual;
- provide the learning process with new, previously inaccessible materials that help students to show their creative abilities;
- to accustom students to independent work with the material;
- provide instant feedback;
- objectively evaluate the actions of students;
- implement personality-oriented and differentiated approaches in learning;
- to remove such a negative psychological factor as fear of the answer;
- to increase the level of development of psychological mechanisms (imagination, attention, memory).

Conclusions and prospects of the study. Summing up, it should be noted that the undoubted advantage of using computer technology is the transition to methods of search and creative activity of teachers and students. It helps to influence the formation and development of students' language competence, listening, speaking, and reading skills, the improvement of written speech, the education of creative, socially active personality. The use of computer technology allows to release the teacher from a significant part of routine work, such as checking the performance of individual exercises, face-to-face interview, presentation of a large amount of language material. The use of computer technology makes classes attractive and truly modern, there is an individualization of training, control and summarizing are objective and timely. In the current conditions, when knowledge of foreign languages becomes an urgent need, the process of learning foreign languages is increasingly demanding. The amount of information is growing rapidly, but modern methods of storage, transmission and processing are no longer effective. And the use of information and computer technology in the study of foreign languages provides a great opportunity to increase learning productivity.

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2.2 CLIL METHOD AS A SUCCESSFUL APPROACH TO TRAINING HIGHLY QUALIFIED SPECIALISTS

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Content and language integrated learning (CLIL) is a didactic technique that allows students to form linguistic and communicative competence in a non-native language in the same educational context in which they develop general knowledge and skills. Thus, the use of the method involves the study of non-language subjects in foreign languages.

In the conditions of active integration of Ukraine into the European economic, educational and information field, there is an increasing need of the society in training of highly qualified specialists. Modern society is seeking ways to improve, including such important areas of our lives as education. The educational system is currently undergoing increasing changes in various directions. In this regard, special attention should be paid to the actualization of the role of foreign languages, and educational institutions should create favourable conditions for their successful learning. Thus the need to introduce innovative methods in the learning process is arising. The application of the CLIL methodology in the educational process enables teachers to integrate foreign language learning with other subjects, and interesting content motivates students to learn foreign language and provides the linguistic basis with which they can work independently, for example, during learning.

The aim of this paper is to study the characteristics of implementation of CLIL methodology – professional and linguistic integrated study of the English

language. To reach this goal we need to research the following items: 1) identify the main features and principles of CLIL methodology; 2) identify the advantages and disadvantages of the method; 3) figure out the requirements for a teacher who practices professional and linguistic integration of the study of the language; 4) analyse the international experience of using the given methodology.

According to researchers, every student can declare about their intellectual abilities at a certain stage of learning, but only in their native language. A lot of students have great difficulty in communicating in foreign languages, and the application of knowledge in various disciplines, such as physics, chemistry, mathematics, literature, geography, social sciences. In order to realize the professional needs of the use of a foreign language, a functional approach to its teaching is needed, which will allow to achieve even greater efficiency through the use of a wide general educational space as a learning context.

The use of elements of the CLIL methodology may serve as an example of such functional approach. CLIL is a teaching method in which some subjects are taught in a foreign language. Thus, teaching students in native and foreign languages could be unified. The specificity of this approach is that knowledge of the language becomes a tool for studying the content of the subject. Particular attention is paid to both the content of special texts and the necessary subject vocabulary. Thus, the language is integrated into the curriculum, and the need to immerse them in the language environment to be able to discuss certain materials increases the motivation to use the language within the research topic.

After the wide discussions in 2001, the essence of the methodology was formed: CLIL considers the study of a foreign language as a tool for studying other subjects, forming in the process of learning the need for learning, which allows students to rethink and develop their ability to communicate, consequently in their native language [1]. Currently, the most common definition is the following: *CLIL* is a didactic technique that allows students to form linguistic and communicative competencies in a non-native language in the same educational context in which they are the formation and development of general knowledge and skills [2]. Professor K. Coyle, a researcher in the field of integrated learning, identifies three CLIL models [2]:

Model C1: Multilingual learning, when teaching different subjects, several foreign languages are used in different years of study. Such learning model can allow a student to acquire professional knowledge in several languages after completing the entire course.

Model C2: Additional integrated subject and language learning. This model of teaching involves parallel teaching of subjects. The emphasis is on the development of knowledge and skills for the use of language in order to ensure mental processes of the highest order. Language teaching is related to special areas, thus, foreign language teachers who are part of structural units for teaching specialties, provide external support during training of specialists. In the process of subject-language integrated learning, students acquire the ability to use a foreign language to work in their specialty.

Model C3: Previous courses with the inclusion of language support. Specialty training programs are developed in terms of the development of both professional and language skills. According to such models of teaching, both subject teachers and specialists in the field of language teaching are conducted. With poor language proficiency a student can receive support throughout the learning process, making it possible to master both the subject and the language the subject is taught. This model can be used to teach students with different language levels.

Model C1 is practiced only at universities of a certain specialization (for example, law, economy, business and management), and models C2 and C3 are the most common. The CLIL technique originated in the humanities, but is becoming more and more popular among the so-called MCSSE subjects (mathematics, computer science, science, engineering). CLIL is used in a variety of educational contexts, from senior kindergarten to higher education.

CLIL is a term that describes teaching methods where subjects are taught in foreign languages. CLIL revises two objectives, namely, the study of subjects using a foreign language and a foreign language through the subject being studied only in the native language. The starting point for the perception of the method is the recognition of the fact that each student or pupil is a smart and educated person, but s/he can demonstrate their intelligence only in their native language. Getting into a situation of communication in a foreign language, students are unable to show their knowledge in professional fields. And without knowledge of a foreign language necessary for their specialty, they do not have the opportunity to communicate in a professional context. In addition, students may be restricted in accessing the necessary information resources and not have the opportunity for effective professional growth.

Teaching a foreign language while taking into consideration special fields of interests will allow us to move away from the usual contexts such as "My family", "Hobby", "Summer holidays" and turn to the communicative situations typical of future professional and universal communication. Thus, a functional approach to teaching foreign languages allows us to achieve even greater effectiveness by providing a wide general educational space as a learning context.

The CLIL lesson includes the following components, which are called four C:

Content – subject with its themes and topics and “acquisition of knowledge, skills and understanding” [2, p. 5]. Students learn facts not through theoretical information but rather from practice reinforced by theory.

Communication – learning a language is supported by communication but the emphasis is put on the language as a communication tool [2, p. 5]. Whilst rich input is a vital quality of a CLIL lesson but the student is in the centre of the learning process.

Cognition – in CLIL cognition does not mean simple transfer of information from a teacher to a learner or memorizing offered knowledge. It rather

involves higher order thinking skills, and encourages learners to develop personal ways of understanding [2, p. 5].

Culture – or awareness of cultural aspects obliges learners to broaden their knowledge about other unknown cultures. Cultural differences help students to choose appropriate language in culture related situations [2, p. 5].

The CLIL technique allows students to use knowledge of one content as a basis for another, which in turn promotes the development of knowledge transfer skills, develops critical thinking.

In subject lessons according to the CLIL method, the lexical approach is more important than the grammatical one. When working with a text, it is important to have illustrations to visualize what you have read. Texts can be presented schematically, which helps students identify the idea of the text and the information presented in it. After reading, it is desirable that students be able to convey the idea of the text in their own words, at the same time the teacher needs to draw students' attention to certain lexical phrases that are appropriate for the topic and subject.

The teacher should also pay attention to special vocabulary, as well as some universal language units: phrasal verbs, fixed expressions, comparisons, which will be useful regardless of the topic of the lesson or subject. After reading, it is desirable that students be able to convey the idea of the text in their own words, at the same time the teacher needs to draw students' attention to certain lexical phrases that are appropriate for the topic and subject. In CLIL lessons, teachers and students must speak the language of instruction. Students must know the language in which the subject is explained (a dictionary, grammatical structures) to be able to understand the subject and explain their ideas, communicate. For example, to study geography, students must have a vocabulary to describe a map and how to interpret the marks on the map. They may already know how to use grammatical structures that they can use when studying the subject matter.

Students usually learn the language in foreign language lessons. For example, when reading a map in class, students can use basic verbs such as "to flow" and "to run" to describe a river route. They can also use the conditional form to express cause and effect. CLIL applies knowledge of grammatical structures and is used in functional language, but it does not test the knowledge of specific vocabulary topics. CLIL gives students the opportunity to develop language skills during lessons, and provides the opportunity to acquire lexical and grammatical skills. However, the focus of the CLIL lesson is on understanding the subject content, not the grammatical structure of the language. CLIL research shows that most teachers do not teach grammar in the teaching process because content and language are integrated.

The level of preparation of students and learning tasks should be taken into account when compiling tasks. For example, you can use the following tasks: make or fill-in a chart, table, map, etc., find specific information (date, place, time), arrange the paragraphs in the correct order to establish the order of actions (for instance, instructions), fill in the blanks in the text, problem statement:

question-answer, term-definition, part-whole; tasks to search for specific information; games in which you need to guess words, questionnaires of the class, ask questions about the text (there is a visual scheme of different types of questions), oral presentation of the work, supported by visual materials. Texts should be only those that relate to the subject, only in this case we have the unity of subject and language competence. The teacher needs to systematically plan, teach, monitor and evaluate, supervising the process of learning.

Looking at the issue from a broader perspective brings us to the conclusion that CLIL can help to achieve not only the goal of speaking one or more foreign languages, but also to develop general and professional communicative competences which is of tremendous importance.

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2.3 FACILITATING FORMATION OF STUDENTS' FOREIGN LANGUAGE LISTENING COMPETENCE AT TECHNICAL UNIVERSITIES

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Currently, in spite of an insufficient number of class hours devoted to the study of a foreign language at technical universities, the requirements for competences of higher education graduates are demanding. A high level of English language proficiency (B2-C1) and skills of intercultural communication in various fields are considered the necessary components of individual professional profile in all spheres of modern professional life. It is clear that the academic discipline "Foreign Language" is extremely important in the training of technical students, since many graduates plan to obtain an international certificate of foreign language proficiency in order to increase their employment opportunities in international companies in Ukraine and abroad. Listening plays a basic role in communication, but in pedagogy and research on foreign language learning, it has received less attention than other conventional skills. In this respect, there is a need to extend the range of techniques and resources for teaching a foreign language to technical students by providing them with authentic learning contexts.

The analysis of works devoted to the problems of students' perceptions and overall comprehension of a foreign language made it possible to identify the main directions in the study of this issue. These are works related to studying perception mechanisms, the formation and development of listening skills (A. Anderson, M. Vaisburd, M. Kovalenko, T. Lynch, Yu. Nikitina, etc.), identifying difficulties with understanding audio messages (N. Abramovskaya, T. Ridgway, etc.). A. Gavrilova, N. Gez, T. Gromova, D. Poznyak investigated the role of listening comprehension in teaching foreign languages to students, the nature of listening skills as well as their relations with other language skills in learning process was considered by I. Dekhert, I. Zimnyaya and others. Types of listening were studied by I. Bim and I. Dekhert and others.

However, despite the fact that many issues related to the formation of foreign language competences have been widely covered in the methodological literature, the problem of teaching listening comprehension in a foreign language to technical students has not been solved yet. When undergoing listening, students face a number of difficulties, namely: undeveloped aural reception due to insufficient phonemic awareness; memory problems; poor prognostic skills; inability to decode auditory information quickly and properly [1]. All this leads to misinterpretation and misunderstandings. There is no doubt that overcoming difficulties and developing effective listening skills require special techniques that take into account the peculiarities of the discipline "Foreign Language" at higher technical education institutions. It is obvious that the lack of satisfaction with the

results of learning listening skills at technical universities makes it important to consider effective methods of teaching this type of speech activity.

The aim of the study is to highlight the importance and effectiveness of using authentic materials to facilitate the formation of students' foreign language listening competence. To achieve this aim it is necessary to specify the concepts of "listening comprehension", "listening competence", "authentic materials", to analyze the conditions under which the process of developing students' foreign language listening skills can be more effective.

Listening is an integral part of oral communication in a foreign language, which ensures the adequacy of cross-cultural speech behavior in day-to-day life and work situations. Listening is both an independent type of speech activity, which is necessary under conditions of academic training, and an integral part of speaking in relation to dialogic and polylogic forms of communication [3].

The analysis of scientific and pedagogical literature shows that listening is a multilevel process that involves a certain sequence of mental operations, such as the formation of readiness to understand the incoming speech, context prediction, verbal association, semantic connections and coherent interpretation of the message [4]. The second point about listening is that it is a complex cognitive process of purposeful perception and understanding what is being said in a foreign language according to the linguistic and extralinguistic experience of the listener. This understanding of the essence of listening forms the basis of our study.

Despite the existence of different points of view on the definition of listening, researchers agree that listening is an active verbal and cognitive process aimed at recognizing, understanding, evaluating and responding to the incoming spoken (and sometimes unspoken) message. Effective listeners apply the relevant internal information available to them in order to construct their own interpretation of what has been said [5].

The characteristics outlined above allow us to define foreign language listening competence as a complex integrative characteristic of the recipient, which marks his readiness and ability to perform listening activities in a foreign language and meets such qualitative and quantitative parameters as success and efficiency, adequacy and flexibility, speed and ease of comprehension in order to achieve communicative goals determined by social, cognitive and professional goals. These parameters are interdependent and imply a high level of listening skills, abilities and intellectual operations, as well as the acquisition of relevant knowledge, they also assume the implementation of listening activities under variable conditions [2].

The methods of teaching listening comprehension at technical universities are determined by strategies that take into account the following: goals, objectives and stages of teaching listening; professionally-oriented approach; techniques for working with audio texts; objective and subjective factors that affect the course of the listening process; conditions for learning a foreign language at a technical university. According to these factors, we can distinguish four types of strategies, namely: preparatory; formative; controlling and creative evaluation. This

consistent system of strategic actions is a plan-scheme, which is used to create the learning process that is optimal for developing professional listening competence. Moreover, listening as an independent type of speech activity should be specially trained, that is to organize aspectual learning process aimed at the acquisition of listening skills. Students should be taught how to listen, just as they should be taught how to speak, and therefore they should be exposed to listening-comprehension activities based on natural, authentic speech.

At present, the activity approach is dominant in the modern national education system and determines the selection of material and methodological system for teaching listening comprehension. To equip students to cope with foreign language listening in real life and prepare them for different communicative situations, it is necessary to develop skills of differential memorability, comprehension and perception of information. Therefore, training requires using different types of educational listening in their optimal balance [6].

The experience shows that in foreign language learning process aimed at the formation of students' listening competence it is a good practice to use a system of exercises for listening comprehension, which includes: preparatory, special and monitoring exercises. Preparatory exercises form the mechanisms of memory-prediction and comprehension, they aim to improve auditory mechanisms in their interaction. Special exercises are professionally-oriented and can be divided into exercises based on using a script, those without a script and "creative" ones. Monitoring exercises are tests by nature. These exercises should be based on the interaction of all types of speech activity. It is worth mentioning that when selecting texts to create a set of exercises, the following criteria must be taken into account, namely: level of language proficiency; level of text comprehension; authenticity; variability; compliance with the goal and type of listening. The essential point to remember is that an authentic text of spontaneous speech may confront the student with so many problem that he will simply panic. The teacher should find texts that will give the student controlled and guided experience.

One of the effective methods for developing listening competence in the foreign language classroom is the use of authentic materials. By authentic we mean such materials that native speakers have created for native speakers of the same language, they are actually original texts recorded in real situations [7]. An authentic listening material is a natural "slice of life". This makes it both more interesting for students, and satisfying if they are able to understand what these genuine English speakers are saying.

In the linguistic aspect, authentic texts are filled with words with emotional colouring, pronouns, particles, interjections, phraseological units, buzzwords and are characterized by simple and unextended sentences that can break off abruptly. Although they are not created specifically for educational purposes, they can be used in foreign language learning process [2]. The benefits of using materials of this type are clear, but the teacher should also consider some possible drawbacks and limitations.

The stylistic affiliation of authentic materials is of great importance for effective development of foreign language listening competence. The content of such materials should correspond to the language level, which will be adequate in a certain foreign language communicative situation. Modern researches in the field of English language stylistics show that oral speech is characterized by partial pronunciation style, contains numerous deviations from the literary norm of the national language [8]. The use of publicistic radio and television programs or audio texts that are read by narrators cannot sufficiently create the effect of immersion in the natural foreign language environment, since these materials do not reflect the whole variety of phonetic, lexical, grammatical features of the specified language register.

Teaching listening comprehension using authentic materials as well as understanding all the features of authentic spoken language, of course, is much more time-consuming process than listening comprehension of neutral style materials, but only taking into account the stylistic features of the specified foreign language register can provide students with the ability to communicate with native speakers as equal partners. This approach can ensure the readiness of students for real-life communication.

Feature films can be an adequate reflection of real spoken language at a certain stage of language development. Dialogues of movie characters are specially created in such a way as to reconstruct all the smallest subtleties of the spoken language used in various situations of foreign language communication. The advantage of films over audio recordings is that the video provides students with both visual and auditory information. Students perceive a mixture of language and gestures, a combination of situational language and spontaneous conversation. The use of films is an effective tool, which together with the proper activities facilitates the acquisition of listening skills. Thus, the use of exercises based on video segments of feature films provides a stable comprehension of a foreign language of different registers of native speakers in a relatively short period and, from a methodological point of view, contributes to improving the quality of teaching listening competence in a foreign language.

The Internet is also the source of authentic audio texts. It provides teachers and students with a lot of foreign language resources that can be used to improve listening competence. One of such resources is the BBC World Service [9], where there are news items for English listening practice. The BBC is the British Broadcast Company that provides public TV and radio programming in the UK, as well as international radio services. The BBC has BBC Learning English project. It gives loads of courses and highlights for students. In the piece of the course, we find distinctive sub-classifications. The British Council website is also a great free resource for learning English. It offers various English-language online podcasts (small-format audio or video recordings made in the style of a radio program) [10]. Such programs also help to improve English language comprehension. As a rule, broadcasters are native speakers, so the programs sound like a living language used by ordinary people in English-speaking countries. Podcasts are

differentiated by language proficiency levels. A great advantage of these resources is the fact that students can choose appropriate speech rate in dialogues and monologues according to their level of the language knowledge. Videos on YouTube, documentaries, TV programs or songs in English should also help in the acquisition of listening skills. Having resources online is a great thing, however, interacting with native speakers is crucial for developing foreign language fluency of students.

Thus, based on the practical application of the above mentioned peculiarities of developing students' listening competence at technical universities, we can make the conclusion that the use of authentic materials to improve listening competence is appropriate and practicable, since authentic materials create the effect of immersion in the natural foreign language environment, which is an important factor of the successful mastery of the foreign language. The classroom observations confirmed that the cultural content inherent in the materials impacted positively on the students' motivation, curiosity, and attention. Teaching listening comprehension using authentic audio and video materials together with the proper exercises can facilitate the acquisition of listening competence and it also contributes to personal development of students, as well as helps to develop listening competence required to participate in effective cross cultural communication. However, authentic materials can not generate any major changes in the teaching practices or students' listening competence by themselves. It is in a planned articulation of materials and exercises within a course framework where authentic materials will make a difference.

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2.4 ENGLISH LESSONS DURING COVID-19 PANDEMIC: TECHNICAL UNIVERSITY TEACHERS' AND STUDENTS' EXPERIENCE

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The article deals with the feedback on the experience of Ukrainian university teachers and students of teaching and studying English online during the COVID-19 pandemic. The research is devoted to the investigation of teachers' and students' attitudes to technical, psychological, methodological aspects and issues related to assessment in an online environment. This study was conducted at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". A mixed-method research design was used to collect quantitative and qualitative data based on two surveys completed by technical university students and teachers. Descriptive statistics were used to analyze the data. Findings of the study showed that students and teachers mostly have the same opinions on the statements from the survey related to their online experiences. The most polarized are students' and teachers' opinions about online assessment and studying or teaching English online. The opinions of these groups of respondents differ on the issues related to feeling safer with the camera off, concentrating in a face-to-face class and group work online: students tend to keep their cameras off during videoconferences, while teachers are indecisive; opinions of students on the ability to concentrate were polarised, but mostly they were positive, while teachers neutral; more teachers than students agree that opportunities of online group work are limited. From the findings, we can see that students experienced more serious technical problems than teachers. For both groups of respondents, students and teachers, it was difficult to decide which was easier for them, to study or teach English online or face-to-face. All the respondents indicated agreement with the statement that face-to-face lessons were more interactive than online lessons. The findings of the research show that despite understanding the necessity of studying online, for some students it is still challenging.

This study is not comprehensive as quarantine restrictions continue to affect higher education in many ways. Further investigations may be devoted to

exploring the online learning experience of students and teachers of different educational institutions.

Introduction

Most educational establishments experienced abandoning the traditional way of studying and teaching facing the COVID-19 pandemic. Such a rapid transition caused questions related to technical, ethical, and methodological issues, which are yet to answer. The pandemic and working from home have forced teachers, who wanted to continue providing quality instruction, to become more creative and collaborative online (Yi & Jang, 2020). The key concepts: what, how, why, where, when, who, related to education, had to be revisited and revised. Lockdown made educators think about such important issues as the role of education, its aims, the essence of classroom interactions, socialization online and offline (Yandell, 2020, p. 263). Adjusting curriculum, pedagogy, evaluation to the unforeseen and unpredictable situation, the task was to maintain the quality of teaching and enthusiasm of the learners (Fatima, 2020). Leading publishing houses, educational centers, governmental agencies, experts practically immediately provided professional support developing guidelines, conducting webinars, publishing manuals, giving instructions. However, it is important to analyze feedback from the most important actors, students, and teachers, whose experience may provide the answers to many questions caused by social distance and lockdown, and help to choose the right strategies for the next academic year. Designing effective communication is impossible without learning about the needs of students to meet them (Ulker et.al., 2013; Lukianenko & Vadaska, 2020). Understanding students' learning needs, on the one hand, and integrating teaching methods in traditional classrooms into online EFL teaching are the keys to success (Gao & Zhang, 2020; Luporini, 2020; Saienko & Chugai, 2020). The importance of feedback becomes obvious in the period of transformation and transition to online education when teachers and students encounter problems never experienced before the COVID-19 pandemic.

The article aims to analyze the feedback on the experience of Ukrainian university teachers and students of teaching and studying English online during the COVID-19 pandemic. To achieve this aim it is necessary to investigate teachers' and students' attitudes to technical, psychological, methodological aspects and issues related to assessment in an online environment.

Materials and methods

Research design. By using a mixed-method research design we collected quantitative and qualitative data based on two surveys completed by technical university students and teachers. Qualitative data was provided by individual feedback and discussions in Zoom, which allowed the researchers to compare and contrast the experiences of 83 respondents.

Participants. This study was conducted at the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute. Students of first and second

years of study (N=59) completed the survey in November 2020, teachers of English (N=24) completed the survey in January 2021. We used the same survey, a slightly different one for teachers (instead of “study” used “teach”). All the respondents volunteered to participate in the survey regarding their experience and attitude towards English lessons online during the COVID-19 quarantine.

Instruments and procedure. We used the Likert scale, which consisted of a prompt and a set of five responses from Strongly Agree (SA) to Strongly Disagree (SD), for the survey, which covered technical, psychological, methodological aspects, and issues related to assessment studying English online. Analyzing the data we used descriptive statistics: calculated the median (Mdn) of each item, which indicated beliefs of most respondents, and Inter-Quartile Range (IQR) of each item, which showed the degree of respondents’ agreement with each other.

Results and discussion

Most students and teachers agreed with the statement that they had their working space and necessary devices for studying online (Mdn=2, IQR=1) (see Table 1). While the number of students who strongly agreed was the same as those who agreed with this statement, fewer teachers strongly agreed. However, teachers did not respond negatively, while few students disagreed with this statement. The same positive attitude students and teachers had about the Internet connection, but students’ responses were more polarised (Mdn=2, IQR=2), most teachers indicated agreement with this statement (Mdn=2, IQR=0) (see Table 1).

Teachers mostly agreed (50%) and strongly agreed (33%) with the statement that they had their working space and necessary devices for studying online; for 83% of respondents, the Internet connection was good enough for teaching online. We explain these findings by the fact that students had to study from home, therefore those who lived in remote villages, were more likely to experience problems with the Internet connection than teachers who worked from home in Kyiv or suburbs and did not have such problems. According to the results of other studies, students experienced even more serious technical problems (Dogar et al., 2020, p. 19). It is the fact that students have different technological and material resources, which should be taken into consideration (Yandell, 2020, p. 262). Teachers have to be inventive and flexible because students have difficulties with WiFi connection, Internet access, lack of necessary equipment at home (Fatima, 2020). It could be the problem of lack of skill and knowledge of using digital technology, as well as negative attitude towards ICT, having doubts about the importance of online learning (Mardiah, 2020, p. 53). These findings are in line with the results of the previous research which reported that about a third of students could not complete their assignments on Blackboard, do final tests using their mobile phones, and download class materials (Mahyoob, 2020, p. 360). However, studying online may be challenging not only because of those technical reasons, but because e-learning is more tiring in general, and that does not depend on the type of device used (Luporini, 2020). We agree with the statement that online courses are closely connected to technical issues, but not only, but language courses also need to be carefully planned and designed (Luporini, 2020). Teacher’s

pedagogical beliefs, professional development opportunities, and institutional support were identified as factors that influenced the level of technology integration in Zoom classes (Cheung, 2021).

Table 1 – The attitude of teachers (T) and students (S) towards studying English online (Chugai & Pawar, 2021)

Survey	Respondents	SA (1)	A (2)	N (3)	D (4)	SD (5)	Mdn	IQR
1. I have my working space and devices for studying online	T	8	12	4	0	0	2	1
	S	26	26	5	2	0	2	1
2. The Internet connection is good enough to study online	T	5	15	2	2	0	2	0
	S	17	17	16	9	0	2	2
3. I feel safer online with my camera off	T	2	4	8	9	1	3	1.25
	S	24	16	19	0	0	2	2
4. It is easier for me to concentrate in a F2F class	T	3	8	10	3	0	3	1
	S	18	17	15	9	0	2	2
5. It is easier for me to study/teach English online	T	1	4	14	4	1	3	0
	S	7	10	25	11	6	3	2
6. I think that a face-to-face lesson is more interactive than online	T	4	10	4	6	0	2	1.25
	S	13	24	13	6	3	2	1
7. Opportunities of group work are limited online	T	2	17	1	4	0	2	0
	S	7	21	16	13	2	3	1.5
8. For me online learning is developing self-directed learning skills	T	3	14	6	0	1	2	1
	S	10	31	9	6	3	2	1
9. I think assessment online is less rigorous than face-to-face	T	2	8	7	6	1	3	2
	S	9	19	25	3	3	3	1

Students were more positive about feeling safer with their cameras turned off (Mdn=2, IQR=2), than teachers, who were indecisive (Mdn=3, IQR=1.25), moreover, some teachers even disagreed with that statement (see Table 1). The issue of keeping the cameras on or off is one of the most often discussed during seminars and meetings. Only some students turn their cameras on during

videoconferences (English lessons), others kept their cameras off explaining that for security or technical reasons. First of all, identifying students is important in terms of academic integrity, accountability, university policy in general. Teachers are responsible for assessing students' performance and being transparent about that. However, in the situation when only a teacher keeps his or her camera on during a Zoom meeting, it is not possible. Some students in another research confess that they lack classroom-like teacher presence (Mardiah, 2020, p. 53). What is especially troubling that there are students who are reluctant to communicate with others and become not visible during videoconferences and, consequently, isolated. It is possible to involve such students by trying cooperative and collaborative learning (Luporini, 2020). In any case, students should not feel pressure all the time, a positive learning environment is beneficial for students: according to the research, they show better results in a friendly environment (Goksui, 2015, p. 86).

In terms of the ability to concentrate in a face-to-face class, the majority of students were positive about that, but their opinions were quite polarised (Mdn=2, IQR=2). Some students, when asked about the fact that they were forced into online studying, mentioned that they missed real communication, face-to-face interaction, complained that it was easier to ask questions during the lesson in a real classroom. However, for teachers the ability to concentrate did not depend on the environment, they were mostly neutral (Mdn=3, IQR=1) (see Table 1). At faculty meetings, teachers often reflected on their experience and confessed that it was very challenging at the beginning of the quarantine in March 2020, but after one year of distance learning, they became much more confident in teaching English online. Another research provided drawbacks of online classes: the lack of engagement, difficulties with following it, concentration, classes being too formal (Luporini, 2020). Indeed, it is difficult for some students to focus on a pixelated video screen when they hear some distractions such as noise and feedback; rustling papers, motorcycles, cars, horns, kettles, wind (Mardiah, 2020, p. 53).

For both groups of respondents, students and teachers, it was difficult to decide which was easier for them, to study or teach English online or F2F (Mdn=3), but students' opinions were more polarised (IQR=2) than teachers' (IQR=0) (see Table 1). These results differ from the similar research which indicated that less than 50% of students were satisfied with online learning, 14% of students were not satisfied (Mahyoob, 2020, p. 360). Another research claimed that students have a lack of motivation in learning because they do not interact directly with their lecturers who can inspire them, guide them and provide clearer instructions like in a face-to-face conventional classroom (Mardiah, 2020). However, the results of another research show that teachers were mostly positive about their online teaching experience (83.5 %) which indicates the potential of teaching and learning from home (Fitria, 2020).

All the respondents indicated agreement with the statement that face-to-face lessons were more interactive than online lessons (Mdn=2). Nearly half of the teachers agreed with that statement. However, few students strongly disagreed

with that statement. Typing instead of talking, inability to notice changes in the body language of each other, disruptions like poor connection or tiredness of participants could cause misunderstanding, reluctance to communicate. These results are supported by other studies, which indicated a communication gap between all participants of online classes (Dogar et al., 2020, p. 17; Gokuladas & Baby Sam, 2020, p. 146). Possible reasons for students being reluctant to communicate in an online language class could be lack of motivation, being shy, and time pressure (Goksui, 2015, p. 86). Negative feedback of students could be explained by the rapid transition from a F2F course to an online mode (Luporini, 2020). Another research showed that, according to teachers, interactive teacher-student talk online was not as effective as in the F2F classroom (Mardiah, 2020). It was challenging for students, but especially for first-year students, who did not have F2F classes at all and said that they even did not feel like students studying from home. Teachers should spend more time talking to students about their problems, feelings, expectations. Some students shared their worries about studying online openly, some responded to surveys, anyway, their responses are informative and will help with designing an online course in the future. Teachers should understand the differences between F2F and online learning and focus on such advantages as quality online resources, retrievable online records of students' learning process and outcome, instantaneous teacher-student interaction (Gao & Zhang, 2020).

More teachers than students agree that opportunities for online group work are limited (teachers Mdn=2, IQR=0, students Mdn=3, IQR=1.5). About 70% of teachers thought that opportunities for group work were limited online. We may suggest that students do not know that breakout rooms are possible to use not on any video conferencing platform. We agree with the recommendation that teachers should learn how to conduct lessons online, share the materials with students and organize group work more effectively (Yandell, 2020, p. 262).

Most students and teachers have similar responses about self-study, they indicated agreement about developing self-directed learning skills while studying English online (Mdn=2, IQR=1) (see Table 1). These findings are in line with others, which indicate the same positive aspects of online classes (Dogar et al., 2020, p. 21).

Both students and teachers are indecisive about which assessment is less challenging, online or F2F (Mdn=3), students' responses are clustered together, and teachers' are more polarised (see Table 1). There are many ways of making assessment online more efficient (Mukan & Lavrysh, 2020, p. 112). On the one hand, teachers spend more time designing tests online, taking measures to prevent plagiarism, keeping a balance between closed and open tasks. On the other hand, students may be tempted to cheat, avoid taking a test by missing a class, etc. In any case, students should be aware of the results of their studies and monitor the progress. Another study results show that students were not satisfied with continuing online learning, as they could not see their progress in language learning performance (Mahyoob, 2020, p. 351).

Summing up, most respondents, students, and teachers have the same opinions on six out of nine statements from the survey. The most polarized are students' and teachers' opinions about online assessment and studying or teaching English online. The opinions of these groups of respondents differ on the issues related to feeling safer with the camera off, concentrating in a F2F class, and group works online (see Table 1).

The findings presented in this paper confirm the results of the previous research that the main problems that influence and impact online EFL learning during COVID-19 are related to technical, academic, and communication challenges (Mahyoob, 2020, p. 351). We agree with the prediction that online learning will continue to be developed as an active, innovative, and creative environment to complement face-to-face meetings in conventional classes; students will be more competitive in the globalization era (Mardiah, 2020, p. 55). Summing up, the experience of online teaching and learning English will guide the strategies for future practices (Luporini, 2020).

Limitations of the study

The study provided valuable data on teachers' and students' attitudes towards teaching and studying English online under the quarantine. However, there were limitations to the study. The number of students was higher than the number of teachers; students completed the survey three months earlier than teachers. Considering these limitations, the researchers plan another project at the end of the 2020-2021 academic year designed more effectively.

Conclusions

Findings of the study showed that students and teachers mostly have the same opinions on the statements from the survey related to their online experiences. The most polarized are students' and teachers' opinions about online assessment and studying or teaching English online. The opinions of these groups of respondents differ on the issues related to feeling safer with the camera off, concentrating in a face-to-face class and group work online: students tend to keep their cameras off during videoconferences, while teachers are indecisive; opinions of students on the ability to concentrate were polarised, but mostly they were positive, while teachers neutral; more teachers than students agree that opportunities of online group work are limited.

From the findings, we can see that students experienced more serious technical problems than teachers. For both groups of respondents, students and teachers, it was difficult to decide which was easier for them, to study or teach English online or face-to-face. All the respondents indicated agreement with the statement that face-to-face lessons were more interactive than online lessons. The findings of the research show that despite understanding the necessity of studying online, for some students it is still challenging.

This study is not comprehensive as quarantine restrictions continue to affect higher education in many ways. Further investigations may be devoted to exploring the online learning experience of students and teachers of different educational institutions.

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2.5. FORMATION OF FUTURE ENGINEERS' ENGLISH LANGUAGE COMMUNICATIVE COMPETENCE

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Abstract. The present paper addresses the issue of future engineers' English language communicative competence formation. One of the urgent demands for universities is training of highly qualified professionals capable of organizing various business contacts with representatives of different countries. In our article we aim to reveal the pedagogical conditions under which the effective formation of future engineers' English language communicative competence is possible.

To achieve this goal, it is necessary to solve the following tasks: 1) to determine the essence and structure of future engineers' English language communicative competence; 2) identify and justify the pedagogical conditions for the effective formation of future engineers' English language communicative competence.

As shown by the results of our survey, future engineers' English language communicative competence is an ability of technical specialists to interact with other specialists (native speakers) to set and solve professional problems using verbal and nonverbal means of communication. The structure of English language

communicative competence comprises language, linguistic, linguistic and socio-cultural, educational and strategic and professional competences, which are based on the complex interaction of relevant knowledge, skills, abilities and personal qualities.

The following pedagogical conditions for effective formation of future engineers' English language communicative competence have been revealed: the students' motivation to develop English language communicative competence and its recognition as a personal value; the use of authentic texts at English classes; interactivity of English language classes; students' self-education in the process of formation of English language communicative competence.

Key words: competence, communicative competence, English language communicative competence, future engineers, English language classes in institutions of higher technical education, pedagogical conditions.

Introduction. Modern conditions of European integration and development of economic relations of Ukraine with the world countries have emphasised the requirement to institutions of higher technical education to train competitive specialists who are able to perform their professional duties effectively, compete freely in domestic and foreign labor markets. In this regard, it is important to develop future engineers' integrated, general and professional competences and the appropriate level of English as a language of the international communication. It is obvious that each specialist in engineering sphere has to work with foreign resources, interact with representatives of domestic and foreign institutions and enterprises in order to study the best achievements, implement innovations, negotiate or discuss organizational issues in the process of their professional activity.

The documents (National Strategy for the Development of Education in Ukraine for 2012–2021, Laws of Ukraine “On Education” (2017), “On Higher Education” (2014), etc.) identify new tasks and criteria for professional training of graduates, where a significant place is given to the formation of English language communicative competence. In fact, the academic and professional mobility of future engineers and high level of competitiveness in the labor market depend on the level of its formation.

Analysis of recent research on the problem. The nature and types of competences were studied by N. Bibik, S. Bondar, O. Ovcharuk, O. Pometun, J. Raven, S. Tyshchenko, I. Zymnya and others. The problem of communicative competence formation is studied by I. Komarova, S. Olkhovetsky, L. Palamar, V. Ternopilska, M. Vasylieva and others.

General theoretical aspects of foreign language communicative competence are analyzed by A. Andrienko, O. Bigych, N. Borysko, G. Boretska, O. Kravchenko, L. Nagorniuk, A. Petrova and others. The methodology of formation of various components of foreign language communicative competence is substantiated in the scientific works of N. Borysko, V. V. Chernysh, Gutnyk, L., Orlovska, A. Shyshko, N. Skiba, N. Skliarenko, O. Tarnopolsky, N. Zhovtiuk,

T. Pakhomova, Yu. Semenchuk study English language communicative competence and its formation. In view of the multifaceted problems that arise in the works of these scientists, it is necessary to identify and analyze the effective conditions for the formation of future engineers' English language communicative competence.

The objective of this research is to determine and substantiate the pedagogical conditions for the effective formation of future engineers' English language communicative competence. The article aims at: (1) determining the essence and structure of future engineers' English language communicative competence; (2) identifying and justifying the pedagogical conditions for the effective formation of future engineers' English language communicative competence.

Results and discussion. The concept of “competency-based education” originated in the late 80’s – early 90’s of the twentieth century in the United States. The basis for its development were the requirements of business and entrepreneurship to graduates of higher education institutions regarding their uncertainty and lack of experience in integration and application of knowledge in the process of decision making in specific situations [4, p. 112].

At present, the competency-based approach is a priority in training and each educational and professional program predicts the formation of graduates' integrated, general and professional competences. As noted by N. Bibik, “professional competences integrate personal and social in education, reflect comprehensive mastery of a set of methods of activities, which creates the prerequisites for the development of indicators for their measurement; they appear in a specific case or situation; they are acquired by a young person not only during the study of subjects, groups of subjects, but also by means of non-formal education, due to the surrounding impact, etc.” [4, p. 46]. We have identified the English language communicative competence among the professional competences that a future engineer has to acquire.

From the definition in the Great Explanatory Dictionary of modern Ukrainian language, the notion “competent” is described as “one who has sufficient knowledge in any field, is well aware of something, intelligent, relies on knowledge, qualified” [2, p. 560].

Based on the scientists' views, communicative competence of future engineers is defined as their ability to establish and maintain the necessary contacts, carry out professional communicative interaction using verbal and nonverbal means of communication.

Thus, foreign language competence implies the formation of specialist's ability and willingness to solve professional problems, interact freely with native speakers of another language.

For our study, foreign language competence is a competence in English. T. Pakhomova interprets the concept of the English language communicative competence as students' ability and willingness to communicate effectively in English [6].

Therefore, based on the obtained research findings, we defined future engineers' English language communicative competence as an ability of professionals to interact with other specialists (native speakers) in order to set and solve professional problems in the technical field using verbal and nonverbal means of communication.

T. Pakhomova defines the following competences in the structure of English language communicative competence: *language (linguistic) competence*, which provides a system of knowledge, skills and abilities to communicate in English in typical situations of educational, labor and cultural field of life; *socio-cultural competence*, which includes background knowledge about the social and cultural characteristics of the people whose language is being studied, and about the standards of communicative behavior adopted in some cultural community); *professional competence*, which includes knowledge of professional terminology, as well as skills of work on the material [6, p. 60].

In line with the views of O. Bigych, G. Boretska, I. Zadorozhna, etc. it has been found that the structure of English language communicative competence includes the following competencies: language, linguistic and socio-cultural, educational and strategic and professional, which are based on the complex interaction of relevant knowledge, skills, abilities and personal qualities.

In view of the ideas of the scientists (O. Bigych, G. Boretska, I. Zadorozhna, T. Pakhomova), we have defined the following structure of future engineers' English language communicative competence (Fig. 1).

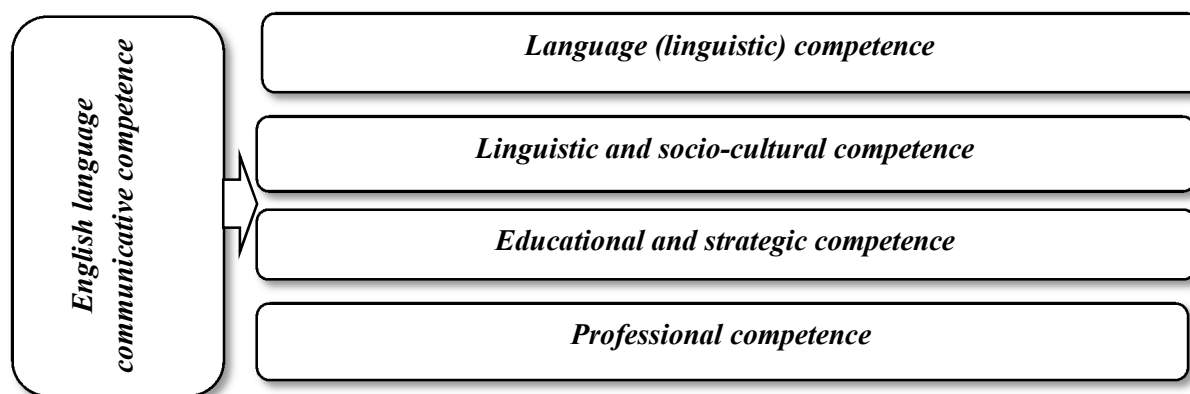


Fig. 1. The components of future engineers' English language communicative competence

Thus, the formation of future engineers' language (linguistic), linguistic and socio-cultural, educational and strategic and professional competencies is important in the process of formation of English language communicative competence.

In the context of our study, it is important to determine the pedagogical conditions that should be created at English classes at universities in order to develop the above mentioned students' competencies effectively.

Practical experience shows that the pedagogical condition for the effective formation of future engineers' communicative competence in English as a foreign language is students' motivation to master it and its recognition as a personal value, which promotes successful interaction in the process of professional activity.

The survey has shown that the motivation is manifested in the student's aptitude for cognitive activity, the need for conscious developing and deepening of professional competences, their creative application at English classes. The motivation is evidenced by the student's active perception of the content of English language material, focus on solving target tasks, desire to master knowledge independently and creatively and apply it in practice, readiness for independent activity etc.

In this context, the essential Maslow's opinion is that motivation is "a person's genetic desire for self-realization in accordance with his innate abilities for certain activities and persistence in mastering them at the creative level; such an active and steady desire is realized in real achievements only when the necessary conditions are created [5, p. 16]. Namely, the motivation to develop English language communicative competence should be integrated with the self-motivation of a future engineer, as meeting the needs necessary for successful professional activity (in activities, English language communication, leadership, recognition, etc.).

Thus, in order to motivate the students to study the course "Business English" we have applied such educational multimedia products as "a set of computer technologies, where several information environments have been used simultaneously: graphics, text, video, photography, animation, sound effects, high quality soundtrack" [3, p. 49]. Multimedia presentations have proven their effectiveness in the study and training of lexical and grammatical material, as a support in teaching of monologue and dialogic speech. The use of multimedia presentations contributed to a thorough speech, language, linguistic and socio-cultural, professional and educational and strategic competences of English language communicative competence.

Moreover, motivation to develop linguistic and socio-cultural, language, educational and strategic and professional competences systematically was facilitated by the use of gamification course in the educational process (application of game-based techniques, as well as game principle of thinking to motivate to action) at English classes. The experience has shown that the combination of these techniques ensured the students' understanding of the connection between language and real life, future careers, and the need to master English in order to perform their job responsibilities effectively. It should be noted that the use of games can interest students in the educational process, motivate them to master English, get constant feedback from students, achieve various organizational goals (encouraging foreign language learning, formation of time-management skills and stress-management skills, etc.).

In our opinion, motivation for effective speech interaction is acceptable in the presence of a favorable psychological climate in the group. The conditions of psychological compatibility, comfort of participants of the educational process promote the perception and mastering of new lexical units.

Another condition for the effective formation of English language communicative competence is the use of authentic texts at English classes. Authentic texts are called original, specific texts, works of art of certain authors, their epistolary, diary entries, etc., available in manuscripts, first editions, author's proofreading, etc. [1]. Furthermore, authentic texts are a source students' vocabulary and background knowledge in the specialty, an example of the use of terminological vocabulary. Work on authentic texts promotes the formation of interest in the process of intercultural communication. For example, future engineers can perform various tasks using authentic texts:

- correct confused sentences. The task is to restore the confused sentences and then check the correctness of the reconstruction of its content, correcting and analyzing the mistakes;

- develop exercises for authentic text. Completing such exercises promotes the formation of skills of (re)production of English terms in oral speech; improvement of the ability to choose and group English terms and stimulate students to probable prediction of the content of the technical text; generalization of the ability to find English technical vocabulary and factual information necessary to argue their own point of view on the disclosure of the problem in authentic material, etc.

In light of our teaching experience, authentic materials are considered to be interesting and stimulating when they: reflect the real situation of the language use in the cultural context; are selected according to the audience interests. At the class, students can use authentic texts in groups, small groups, pairs; their use stimulates intellectual and speech activities, developing a wide range of terminological vocabulary, speech formulas of the scientific register, models of behavior in technical business communication. It is obvious that systematic use of original materials in teaching English increases motivation, creates the responsible and interested attitude to classes.

Another pedagogical condition for the effective formation of students' English language communicative competence is interactivity at English classes. Interactivity ensures the successful implementation of English creative, problem-solving and communicative tasks, promotes the formation of students' ability to use them orally and in writing within their future professional activities through the organization of pair-group and collective speech interaction of all students at English classes.

Interaction is also facilitated by the use of a continuous case study at English classes as a way to form future engineers' professionally oriented English speaking, socio-linguistic competences by involving them in solving imaginary professionally oriented problems in a simulated engineering environment. Continuous case study combines a holistic educational process by a single plot of

educational and communicative activities, which develops from lesson to lesson; the only characters of this game create an imaginary life continuum where students improve both business English and future professional activity competence, imitating or modeling the business environment [7, p. 121]. Students have an opportunity to carry out a real exchange of professional knowledge in the process of English continuous case study, propose their own ways to solve problems in engineering field in order to bring them to a qualitatively new level. Creative group work during the game unites the students' own efforts, their creative potential for joint actions aimed at the optimal solution of the problem. Such favorable emotional environment is a free play space where students feel free, because they regulate the rules that are applied within this space themselves.

Thus, we can state that interaction in the formation of engineering specialists' English language communicative competence is facilitated by modeling of production situations, because the technology of casual English communication, students' creative and exploratory activities as a manifestation of their initiative in the course of solving professional communicative tasks are developed in the conditions close to future professional activity [3, p. 296]. With this in mind, we tried to use the moment of unpredictability, mystery, novelty, which stimulated the students to find different ways to solve business problems. It is important to model the production situations which reflect real social and economic problems and will be personally significant for students.

In this context, at English classes we use modeling of those professional situations in which future engineers associate themselves with a certain business person, learn more about his functional responsibilities, which, in turn, contributes to the formation of specialty oriented practical skills and development of language, linguistic and socio-cultural, educational and strategic and professional competencies, development of creative, critical and original thinking. Therefore, the use of professional situations provided the improvement of English language reading competences of professional schemes, instructions, details, etc.; generalizations of skills to use professional terminology (formulation of appeals, agreements, etc.); training of speaking and listening skills; formation of abilities to conduct English language dialogue / polylogue within professional topics.

It is worth mentioning that the process of formation of English language communicative competence will be effective in the presence of a self-educational component, which is another pedagogical condition. Students' self-education involves generalization of skills and abilities acquired in the process of classroom work by processing scientific and pedagogical literature, authentic texts and professional journals, development and completion of various types of exercises to form language, linguistic, socio-cultural, educational and strategic and professional competences and education of personal and professional qualities of future specialists.

Additionally, the participation of future engineers in various types of independent work was complex, that's why it required students' concentration on

knowledge, skills and abilities in this activity, which contributed to the intensification of their assessment and creative activities.

Thus, the results of the study of the pedagogical conditions for the effective formation of future engineers' English language communicative competence show that the modern world community cannot function intensively without qualified professionals who can provide communicative interaction on technical issues with representatives of different countries. A special role in this context is given to English as the language of the international communication of future technical specialists.

Conclusion. In summary, the future engineers' English language communicative competence is defined as an ability of specialists to interact with other subjects of professional activity (native speakers) successfully in order to set and solve professional problems in the technical field. The formation of components of this competence (language, linguistic and socio-cultural, educational and strategic and professional) is important at English classes. The experience shows that compliance with the identified and justified pedagogical conditions contributes to the successful formation of future engineers' English language communicative competence.

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2.6 PERSPECTIVES IN HARNESSING VIRTUAL MODES OF LEARNING IN HIGHER EDUCATION

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Abstract

This paper will examine what emergency remote learning is, identify reasons why permanently embracing virtual platforms, tools, and ways of learning into higher education settings is essential in preparing students for an increasingly unpredictable future, review a few essential elements that every live virtual English lesson should include, and provide specific virtual resources teachers can utilize when conducting lessons, especially in international contexts.

Our path up to today...

By no means is it an exaggeration to say that higher education has undergone a total upheaval since the spring semester of 2020, when our ways of life were transformed in mere weeks due to the coronavirus pandemic. Not only have the effects of elongated quarantines and widespread public closures reshaped many of our professional capacities, but the prolonged coronavirus response has also redefined many subtleties of personal life. These difficult realities have been particularly true for active participants in the world of learning, as masses of students and teachers have made the unprecedented leap to exclusively teaching and learning in virtual formats. But before delving any further into how the recent phenomenon of conducting live virtual classes and lectures have seemingly yielded a new sense of normal within education globally, it's necessary to first provide some broader context around the development of online education. According to Debora Spar (*Senior Associate Dean of the Harvard Business School Online*), a widespread shift towards online learning has been "...underway since around 2010, when universities and private entrepreneurs first began to experiment with Massive Open Online Courses, or MOOCs" (1). While we have experienced the numerous advantages in transitioning from traditional "on-campus" models of higher education to virtual settings (*convenience in terms of transportation and scheduling, reach and scale of student-viewers for pre-recorded lectures, affordability, etc.*), and as the trend to further implement online learning into higher education institutions appears destined to progress in synchronization with developing technology, some misconceptions remain as a result of being increasingly reliant on virtual education formats. Although we may not understand the entirety of the impact the pandemic thrust upon the world of higher education for decades to come, one certainty seems to have emerged in the fact that permanently embracing select forms of virtual learning, platforms, and tools, along with finding ways of effectively integrating them into instruction is necessary to best prepare students for an increasingly unpredictable future.

Seemingly every active member in the world of higher education over the last year and a half has likely contributed to some extent in the emergence of videoconferencing software such as Zoom or Microsoft Teams. According to *Apptopia* (a mobile intelligence firm), on March 16th, 2020 alone, there were 201,774 downloads of the Zoom app in the United States, and 693,515 downloads globally (2). As this urgent (*and sometimes bewildering*) widespread pivot toward virtual education platforms is apparent in higher education institutions globally, so is the ambiguity surrounding the specific ways in which teachers and students interact on a daily basis in virtual classrooms. It seems this rapid shift in relying almost entirely on virtual teaching platforms in response to the coronavirus pandemic left a few critical questions begging for answers in its wake: Is it fair to claim that the majority of students and teachers understand and can explain the differences in terminology used to express our recent ways of virtual learning (“*online learning*”, “*blended learning*”, “*distance learning*”, “*distributed learning*”, “*mobile learning*”, *etc.*), each of which represents a unique arrangement or approach? Has this recent widespread utilization of virtual education platforms lessened the previously existing stigma surrounding entirely virtual modes of higher education learning? Have our daily classes on Zoom pulled the curtain back on some socio-economic differences that may exist among our students (*students showcasing the insides of their homes and family lives over Zoom calls with classmates, while others may struggle to secure stable Wi-Fi connections*)? Is it possible that systems of higher education will be permanently reshaped as a result of our recent transition virtual platforms, tools, and ways of learning since the outset of the pandemic?

What is Emergency Remote Learning and why is it important to know?

“Can everyone hear me?” “Please unmute yourself!” “Is it possible to turn your camera on?” “I think we have a bad connection...”

Without much explanation required, phrases such as these have become all-too-familiar among members of academic communities since the spring semester of 2020, when teachers and students around the world underwent a process of assimilation into a new culture of socialization and learning, one that has seemingly reduced higher education at times to small illuminated boxes on computer monitors. As the world of higher education has scrambled, reacted, and pivoted alongside the changes the pandemic has forced in an effort to provide quality learning experiences and development for those involved, our current impromptu formats via virtual learning throughout unprecedented circumstances have simultaneously raised uncertainty about how this transformative period might later be conceptualized among members of higher education, as well as whether future models of learning will revert back to pre-pandemic forms. At this point, it seems necessary to dig deeper into how this particular virtual response during

pandemic learning in higher education can be more clearly defined, along with acknowledging any accompanying lessons or values prompted by this virtual accommodation across higher education.

According to an article that appeared in *EDUCAUSE REVIEW*, the term ‘emergency remote teaching’ is described as, “...a common alternative term used to draw a clear contrast with what many of us know as high-quality online education”, where, “...the act, practice, or profession of a teacher...” is present with, “...the concerted sharing of knowledge and experience- along with the fact that the first tasks undertaken during emergency changes in delivery mode are those of a teacher/professor/instructor” (3). As demonstrated from months of shifting pandemic narratives and sweeping challenges in higher education institutions globally, instructors and staff have tried to adapt as best possible to imperfect conditions by implementing virtual solutions. Given the fact that alternatives are limited in the face of adhering to pandemic precautions, the hasty transfer from physical classrooms to screens and keyboards has been met with some resistance, “as these changes sweep across the educational landscape... Many faculty members, even at surviving schools, may find themselves teaching in ways that feel awkward and foreign and forced” (1). How likely is it that most of these unsettled feelings regarding virtual learning are more related to the rushed nature in which we adapted, as opposed to the actual implementation of virtual platforms, tools, and ways of learning? Or perhaps pre-pandemic stigmas regarding the effectiveness of virtual modes of learning resurfaced and have fueled anxiety among members of higher education?

While mixed commentary regarding widespread implementation of virtual formats within higher education may seem commonplace these days, it’s necessary to note that stigma regarding the overall effectiveness of virtual formats long predated the pandemic echo chamber. In an *Inside Higher Ed* survey (“Faculty Attitudes on Technology 2015”), responses were collected from a sample size of active higher education faculty, considering varying levels of experience in teaching for-credit online courses. All responses were measured in relation to the following prompt: “*for-credit online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses*” (4).

According to the initial response gathered from the study, 9 percent of faculty could “strongly agree” with the proposition, whereas 27 percent could “strongly disagree” (4). But further, according to survey results, “...when separated by levels of experience teaching online, the responses shift. For faculty who have taught at least one online course, “strongly agree” grows from 9 percent to 19 percent, and, more dramatically, ‘strongly disagree’ falls from 27 percent to 11 percent. Direct experience cuts through stigma: When faculty and instructional support staff are invested and engaged, online education works” (4).

Granted, this study was conducted in 2015 (*five years prior to the pandemic, and surely under more accommodating circumstances*), but several relevant kernels are represented within these statistics. Firstly, we observe a pattern where faculty who participate directly in online education are also more likely to achieve “...learning results from careful instructional design and planning, using a systematic model for design and development” (3). Albeit not within the confines of emergency remote learning, this study provides a framework that illustrates the fact that, “...just how mired in the logic of symbolic legitimacy and cultural capital online teaching and learning truly is” (4). Lastly, we may also reach the conclusion that, “Through direct experience, educators and administrators will more confidently build agile and responsive teaching and learning spaces that serve the changing needs of their student populations” (4). Stigma rooted in the effectiveness question of virtual adaptation not only circulated long before the ongoing pandemic emergency remote learning response, but can be thwarted with a remedy of exposure, familiarity, and practice, each of which proved to be elusive among the majority of higher education faculty throughout the pandemic response.

How might permanently embracing virtual platforms, tools, and ways of learning effectively prepare students for an increasingly unpredictable future?

Although the emergency implementation of virtual platforms, tools, and ways of learning have mainly been performed under anxiety-ridden pandemic circumstances, perhaps these new interpretations of traditional models of higher education were inevitable due to a myriad of reasons. Sir Ken Robinson, the international education reformer, posits that a problem of the current [American] education system lies in the fact that it was, “...conceived in the cultural context of the Enlightenment and the economic context of the industrial revolution”, and that current education systems are not fit for the future with economic and cultural implications serving as highest priorities (5). Specifically, Robinson fleshes out international and economic considerations where, “...countries are trying to figure out how to prepare children for work when we simply don’t know what the work will look like in the future”, and in regards to global cultural components, “...countries are trying to figure out how to pass on their ‘cultural genes’ while at the same time having to respond to globalisation” (5). But this sentiment for reform and adaptation is not only limited to voices of academics in the west.

According to Serhiy Kvit, a journalist, educator, social activist, and former Minister of Education and Science of Ukraine from 2014–2016, “...no generation change has taken place yet at the level of university rectors. The majority of this category of administrators grew up in the Soviet time. They have no international experience, no foreign language skills, and they are not aware of contemporary management practices...” (6). Further, Kvit contributes that, “...issues of

education and research are not part of the political agenda in Ukraine. This indicates a lack of perspective thinking and insufficient personal educational level of Ukrainian politicians” (6). When taking Robinson’s and Kvit’s individual perspectives of reform into account, we should first understand that each of these visions were produced from sets of unique factors, each of which are informed by the cultural implications of each particular country, political systems, economic backgrounds, etc.

But if we fix our gaze on a different trajectory, and attempt to draw parallels among these two voices, then we may gather that neither system of education has yet to achieve a method of utilizing the full potential, possibilities, or affordances that we believe to be attainable. Assuming experimentation and constructive learning experiences among faculties in bolstering virtual infrastructure continue to occur all the way up to the waning point of the pandemic, then perhaps higher education will already have a foot in the door in implementing effective and permanent virtual learning communities, which may, “...support learners not just instructionally but co-curricular engagement and other social supports” (3). It’s clear that the mere implementation of these virtual platforms and ways of learning won’t alleviate existing inequities within systems of higher education in either the United States or Ukraine, but perhaps with ongoing research, development, training, innovation, and support, virtual options can equip educators to amplify accessibility and availability on a global scale, while being less constrained by resources or funding.

Why is it important that virtual modes of learning are interactive, engaging, and meaningful?

Whether faculty members within higher education choose to acknowledge it or not, an uphill battle in capturing sustained concentration and effort among students over long periods of time in classroom settings is underway. Traditional ways of learning in higher education are in constant competition with seemingly infinite app stores, limitless YouTube video playlists, collaborative video game universes, along with other various forms of conglomerate entertainment and media stimulation. According to Nicholas Mancall-Bitel’s BBC article, which leverages Dr. Jim Taylor’s book, *Raising Generation Tech*, there is, “... a growing body of evidence- that is, yes, not fully validated and can be argued against- but pretty clear evidence that technology, social media, immediate access to the internet and smartphones are hurting kids’ ability to focus”, and that, “We are fundamentally changing the way kids think and the way their brains develop” (7).

Especially when considering the fact that learning communities around the world have recently grown more accustomed to virtual formats, and considering that higher education will likely continue its expansion to include more learners globally, the prospect of further harnessing and investing in formats to deliver

effective virtual pedagogy to learners (*the majority of whom are already natives in the world of developing technology*) seems to be more compelling than ever. Faculties in global higher education are indeed in an advantageous position, but only if lessons and techniques can be leveraged from our pandemic emergency remote learning experiment and applied towards emerging virtual trends. Further, Gail Desler, the tech integration specialist for Elk Grove school district in California, echoes this possibility in her belief that, "...it's about infusing relevant information into mandated curriculum in ways the students see themselves", and that, "If you connect it to things happening here and now, then it enters their world and engages them" (7).

So, what then are some specific virtual tools than can fulfill demands of being interactive, engaging, and meaningful? Although we've learned the hard way that basic configurations of videoconferencing software weren't designed as pedagogical tools (*as it introduces layers of complexity into the teaching process—student's faces slip from one screen to the next when new people join a call, or speakers disappear into a side panel whenever someone shares a screen*) (1), there are numerous virtual programs that have tremendous upsides, particularly for English language lessons.

From my experience working and teaching as a Virtual English Language Fellow over the past seven months with students and faculty from Beketov National University of Urban Economy (*located in Kharkiv, Ukraine*), I too have invested a great deal of time and effort trying to ensure that each of my virtual lessons checked boxes of being interactive, engaging, and meaningful. On that note, we may first consider the interactive element.

At no point since the outset of my virtual classes have I met a single one of my students in a face-to-face capacity (*I teach from Colorado and my students are located in Kharkiv, Ukraine*), yet we have developed rapport, collaborated on presentations in real time, produced traveling brochures and excursion itineraries, and enjoyed extensive English language practice and presentation opportunities across a spectrum of topics and issues. Experiences like these have resulted from the implementation of virtual collaborative tools into English language pedagogy, such as *Miro Board*, *Pear Deck*, *Google Jamboard*, *Padlet*, among others. Each of these virtual programs were designed with interaction and collaboration as core values, and range from collaborative whiteboards that can be shared and customized with large groups of learners, to interactive ways of presenting slides. Additionally, each of these virtual programs offer benefits of being both user-friendly and entertaining when infusing relevant information into mandated curriculum.

While gamification is certainly not a new concept to the world of pedagogy, the virtual tools that serve this purpose only continue to become more impressive while yielding engagement among learners. *Kahoot*, *Sporcle*, *Quizlet*, *Poll Everywhere*, *Word Jumble Solver*, *Word Cloud* (*among many, many others*), are tools that offer customized, fast-paced opportunities to check understanding of

vocabulary words, definitions, idioms, etc., while also stirring competitive juices at times.

Finally, how might we seek to promote meaningful learning experiences among students while often sitting alone in front of computer screens? In my account of virtual teaching, this final checklist item has often demanded the most effort and creativity. While it is true that utilization of videoconferencing software allows for the presence of guest speakers with ease, this option should not be the only possibility we strive to incorporate. Rather, this meaningful objective often offers invaluable opportunities to showcase cultural components. Examples of meaningful pedagogy to my Ukrainian students have included lessons with modified videos and articles about topics such as *Antiques Roadshow* (the iconic television show featuring historical antiques and collectibles), where students prepared formal virtual presentations in the style of professional evaluators, while commenting on the workmanship, origin, and value of various Ukrainian antiques and collectibles. Additionally, students were involved into a short unit about *The Sister Cities International Program* (where Ukrainian students used virtual tools to research, compare, and present the social, cultural, and economic aspects of Kharkiv, Ukraine to Boulder, Colorado~ my hometown). Further, students have also recorded anecdotes in English using virtual programs such as *iMovie*, *Instagram*, *Listenwise*, *Voicethread*, *National Public Radio*, *Audacity*, etc., with the intention of sharing amongst classmates and later checking for understanding.

Conclusion

Among many other lessons over the course of the pandemic, this extended trail run in higher education of widely embracing virtual platforms, tools, and other ways of learning has demonstrated that the potential of online learning is undeniable, along with the likelihood to unveil a more accessible and efficient normal in future academia. Faculty members across global higher education institutes should no longer longingly reflect on pre-pandemic modes of instruction, or simply count the days when a resumption of this lifestyle may once again be possible, but should instead lean into the new virtual frontier that has emerged. A frontier that not only has the potential of bridging localized socio-economic gaps within school districts, but gaps and cultural barriers that exist across thousands of miles, languages, and ways of life.

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2.7 METHODS OF DEVELOPING COMPETITIVENESS OF THE LANGUAGE DEPARTMENT STUDENTS AT THE TERTIARY LEVEL

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Problem statement. A modern professional should be competitive in order to get employment in the job market and build a career. The relevance of taming competitiveness as a career building skill confirms the fact that the inability to put into practice the knowledge and skills gained at the university influences the overall competitiveness of the economy and social stability in the society, and, therefore, the socio-economic development of the state depends on the competitiveness of its university allumni.

The analysis of recent research and publications. The problem of competitiveness has been widely researched. Thus, in economic sciences, competitiveness is viewed as a level of advantage or disadvantage of goods, services, objects over similar goods, services and objects available in the market (E. Gismatullina, T. Kuteinitsyna). The theory of management focuses on the problem of staff competitiveness (I. Ansoff, A. Weissman M. Meskon, J. Pfeffer). From the standpoint of the psychology of personality development, the concept under study is analyzed through the prism of a student's self-efficiency (A. Bandura), focus on success (J. Grayson, K. O'Dayle), psychosocial

development of a person (E. Erickson, R. Martens, G. Allport), analysis of social stereotypes (A. Shmelev).

In pedagogical sciences competitiveness of future professionals is researched in the works of V. Andreev, R. Akhmetina, V. Bykova, N. Geijan, Y. Dmitrieva, E. Yevplova, L. Yemelyanova, N. Zhuranova, J. Zavalevsky, I. Zinoviev, N. Kononets, N. Korneychenko, I. Krasnitskaya, V. Mezinov, D. Mustafina, B. Parygina, O. Potapova, O. Romanovskaya and other scientists.

The idea of motivation for achievement initially suggested by G. Murray is a grounding principle in understanding the contemporary concept of the student's competitiveness. The scholar states that the motive for achievement is the need to cope with something difficult, that is, to overcome obstacles. Accordingly, overcoming obstacles means overreaching not only competitors, but also oneself, in the first run [8].

E. Evplova argues that the key position is taken by the activity aspect of the competitiveness which allows professionals to apply acquired skills in practice. In particular, in pedagogical activities the ability to use the methods of active social-psychological interaction is highly relevant for the process of teaching and educating students [4].

Studying the integral characteristics of a competitive professional, L. Emelyanova [3], defines the activity component of the competitiveness. The latter include: a professional competence (knowledge, skills, experience), a high quality of professional activities, responsibility for the task entrusted, a creative approach, a need for self-development, a compliance with the labor discipline, a rational distribution of the working time, an originality, an ability to use computer technologies and, at least, one foreign language. An important characteristic of the competitiveness, according to the author, is professional mobility, i.e. the ability of a professional to rotate, understand the overall production process as well as willingness to acquire new knowledge and skills that are needed in a changing reality.

O. Romanovsky [15] believes that a competent professional should have a clear psychological focus on the professional activity to which they were systematically and purposefully trained at a higher educational institution. At the same time, a developed psychological readiness not only to perform production functions, but also to develop and actively implement the innovative ideas aimed at substantial improvement of products and technologies are highly prioritized at the job market.

Researching the competitiveness of future teachers Yu. Zavalevsky [18] defines the personal component of employability that allows a professional to be competitive in the job market and implies rearing moral and ethical, intellectual and volitional personality qualities.

Yet, in terms of professional educational platform, it is vital to incorporate methodologically and conceptually the newly-evolving concepts put forth by the companies, HR specialists and the rapidly changing markets, in general. Developing competences that can adequately meet these challenges should be a

primary goal of the curricula of all the institutions at the tertiary level. Therefore, scientists make efforts to monitor the requirements of employers for job applicants, determining to what extent the specific competences of the applicant are important for business structures. In this respect, Yu. Zavalevsky and O. Rezvan argue the necessity of a complex analysis of the content for the vacancies repertoire as well as the resumes of the applicants for specific positions. The importance of training future professionals in forming an adequate self-assessment of the personal resources, a high level of readiness and aspiration for the desired position is highlighted [13; 18]. We side with the position of M. Vachevsky concerning the application of the principles and methods of market activities in training students for dealing with evolving challenges at the job market. The students will realize the flexibility and interconnection of the process of professional training with changing economy, employment rates, development of various ownership and management forms in the process of production of competitive goods and services with a primary professional azimuth to the buyer's market [16].

Thus, *the aim of the paper* is to substantiate the necessity of competitiveness forming of future translators / interpreters as a response to the demands of the changing situation at the workplace, and the requirements of potential employers. Additionally, the paper aims to outline the methods of developing this skill at the lessons of practical English.

Presentation of the main research material.

Considering the main trends and characteristics of the international experience of a future competitive professional training, it is worth drawing attention to a frequent use of the term "employability" in the European context, i.e. the suitability for employment. According to the National Glossary [9], this term defines a set of knowledge, abilities, skills, competences and approaches for solving a situation at the workplace as well as an ability and desire for a continuous improvement and professional development. Moreover, according to the European practice of professional training, for a competitive specialist, suitability for employment covers such competencies as 1. level of self-organization; 2. ability to work in a group; 3. ability to perform specific tasks; 4. communication skills and literacy; 5. knowledge of information technologies, i.e, general competences, depending on the main profile of the chosen profession.

According to Yu. Rashkevitch [11, p. 17], the polls conducted among European employers (representing mainly industry and business) showed that the chances of getting a proper place at the job market depend on:

- skills that characterize suitability for employment – 78%;
- positive attitude to work – 72%;
- appropriate practical experience (practical training) – 54%;
- direction of the academic training and qualification – 41%;
- level of achievement at higher educational institutions – 28%;
- the name/prestige/rating of the completed educational institution – 8%.

The obtained results clearly illustrate the cases when a student with a low degree of progress makes a successful professional career in his/her field. Therefore, in European educational institutions, a new, alternative way of creating educational programs called "orientation to the exit" is actively promoted and implemented. The starting point of this approach is developing a model of a professional who is or is going to be demanded at the job market in the nearest future. Thus, the academic program is to provide the student with a high degree of competitiveness and suitability for employment. It is clear that such an approach at the initial stage (analysis of the needs of the labor market and developing a model of a professional) cannot be developed by only higher educational institutions. This work should be assisted by other stakeholders, such as employers, graduates, professional organizations and career consultants.

In order to develop the practical component of competitiveness of future professionals, i.e. their professional skills, abilities, practical experience, it is advisable to integrate knowledge, skills, abilities, practical experience through the use of interactive technologies and the use of active learning methods (business games, interview methods, round tables, discussions, workshops, trainings, cases, quests, game design, creative techniques, production situations, training and simulation enterprises, brainstorming, portfolio, etc. Thus, this research could employ interactive learning technologies proposed by Natalya P. Volkova. According to the scholar, the effectiveness of the use of interactive learning technologies in higher education should be assessed not only based on quantitative indicators of a student achievement, but also on considering changes in the minds of both students and teachers, the degree of mobilization of the students' abilities and talents. Moreover, the competitive repertoire should include the skills for taking responsibility, defending one's position, cooperating. There is a need in creating a new type of motivational sphere, where self-actualization affects the overall creativity of the student, contributes to the development of a new position of a personality [17, p. 23]. Newly evolved distant teaching has added greatly to a more nuanced understanding of using interactive technologies in unfamiliar conditions of instruction [10; 12; 19].

It has widely become commonplace to focus on competence as a driver of global competitiveness [2]. Yet, these discussions typically deal with the initiatives to reform the educational system. Still, regardless its evident importance, educational upgrade alone would be unlikely effective in meeting the future challenges. To position effective competence as a competitive advantage, there is a need in reassessing a whole set of ideas on which options will accelerate competence development and boost highly productive employment. All the above-mentioned considerations will impede talent development. This issue could become the basis for development of a much more productive policy that would help students compete more effectively at different levels of academic training as well as on graduation.

Training of future professionals is typically based on the standard for workforce requirements, but nowadays the requirements are permanently

evolving. The knowledge economy is creating a constant series of new jobs and the global economy is entering the age of hyper specialization. “The present-day Renaissance Man just can’t exist.” [5, p. 5]. Therefore, an ongoing and more specifically tailored professional development is needed for a new generation of professionals.

The results of the research conducted by C.Kreber prove that the era of the 40-year job is becoming an anachronism; statistics shows that the average person spends only 4.4 years at one job and can expect to work at 11 companies in the span of a career. Yet, this trend is accelerating globally. With these frequent professional shifts, the average alumnus will need to remain resilient and open to change. The graduates will need to know when to dial up and dial down their career. The new career ladder is not climbed rung by rung. Rather this ladder is being replaced by a lattice that requires talent to shift both laterally and vertically to get ahead [7].

Students entering university today may graduate into jobs that did not exist when they were enrolled. To keep up with this pace of change, they will need to continue learning over their lifetime. Hence, as the average lifespan of the professional skills required to execute a particular job continues to contract, additional learning related to the future profession inside and outside the curriculum will become increasingly important.

The profession of a translator / interpreter also follows the main trend and is undergoing fundamental changes for the time being. Additionally, globalization of communication and the development of technology have brought a new approach to the organization of the translators’ / interpreters’ work, and they are increasingly left out of the classic employment. Since the translation practice is a result of a temporary demand (translation and interpretation are performed due to the client's needs), it has become economically rational to set up translators and interpreters for a freelance work.

A 2016 study by McKinsey Institute for Global Studies, which involved 8,000 respondents from the United States and Europe, found that 30 % (49 million) of the population currently receive their main income in the gig economy, and 40% of people use work there to earn extra money. Translators in the developed countries usually belong to the category of free agents, i.e. they receive their main income from working in the gig economy [24].

In search for contracts, translators and interpreters often use such platforms as ProZ.com, TranslatorsCafe.com as well as Hyperlingo, SmartCat, MateCat, TMTown and many more. Besides, they can manage their online profiles and calendars to have more control over their work schedule and the type of tasks they perform. Language platforms, such as Language Wire, save their time and eliminate the financial cost of finding a job by offering tools that make it easier to work with potential clients. However, in the modern world translators / interpreters should master the basics of project management (planning stages of project implementation, project evaluation, creating a project report, etc.), to get the skills to navigate in the market of financial proposals for translation /

interpretation services (types of translation / interpretation, conditions and deadlines) as well as be aware of such issues as copyright and legal registration of private enterprise [14].

Despite the fact that developing competitiveness and forming entrepreneurial competence are not mentioned in the Standard for training students of Philology (including translators and interpreters), we consider competitiveness to be a must element of such training in accordance with the present-day requirements. Therefore, we focus on developing competitiveness in the process of practical English language training, in particular, within the Module “Employment (application documents and business interview)”.

When preparing the application documents, first of all, the students learn how to look for an appropriate vacancy on companies’ sites, work with search engines such as “SmartJob” or professional associations like LinkedIn etc.

In small groups or individually, the students can surf the Internet and get ready with short presentations on the lives and careers of outstanding translators and interpreters. Among them, there can be personal translators of state leaders, interpreters of international public organizations, interpreters at great historical events, translators of famous works of art, etc. During the debates, the participants discuss the skills that made these people competitive, employable and successful. These best practices make students think of their own competitive portfolio and seek for professional skills upgrade.

To train students for creating a successful *resume* and a *cover letter*, the teacher asks them to evaluate themselves as competitive job-seekers. Students answer the following suggested questions about themselves as future professionals: 1. *What sort of person am I?* 2. *What is my area of professional expertise?* 3. *What is my most important qualification?* 4. *What is my most relevant skill for the job?* 5. *What is my experience at the moment?*

As any element has a definite place in the structure of a resume, a task can be given to the students to arrange the following words or word combinations according to the categories:

***education professional skills personal characteristics experience
success***

well organized; highly motivated; strong communicative skills; University graduate with recent professional experience; able to develop communication strategy for a positive change; currently completed Master degree training in Linguistics with specific focus on translation; fluent in spoken and written English, intermediate level of German and basic level of French; self-motivated, resourceful and able to motivate others; strong skills in using computer software for translation; able to work independently.

Students can be asked to define their personal strengths and weaknesses, discuss them in pairs giving specific evidence. In addition, they can be given the task of matching the skills (analytical thinking, creativity, self-confidence, communicative skills, independence, ability to work in teams, negotiation skills, relationship building, risk taking, etc.) to the examples of professional behaviour,

e.g. Such characteristics as 1. *I can work with a sustained energy and determination on my own.* 2. *I can find ways to overcome obstacles to set myself achievable goals.* 3. *I strive towards my own targets and refuse to settle for second best* stand for the skill of independent autonomous working.

In order to elaborate the characteristics that are worth mentioning in a resume and a cover letter, the following questions can be discussed in pairs or small groups:

1. *What general and professional skills do most employers look for in job applicants – English language translators as job applicants?*

2. *Apart from specific qualifications, what skills and knowledge have you got that make you employable?*

3. *What kind of experience is important for successful work as a translator?*

Furthermore, the students are to be aware of the fact that in the globalized world, organizations and companies need a creative and dynamic input from their staff members. An interview is the procedure that helps to ensure that the staff is being properly evaluated. Thus, *interviewing skills* are among the most important skills of the 21st century and they should be properly mastered to boost the university graduates' employability.

The possible stages of teaching interviewing skills at the university can be viewed as *preparatory, interview participation, evaluation and feedback*. At the *preparatory* stage, the teacher should ask the students: 1. to get ready to tell about their positive and negative experience of participating in the job interview or any other interviews; 2. to do an Internet search for the profile of the professional skills and competencies that are tested during the interview; 3. to do a search for the sites with job interview questions and think of possible answers; 4. to prepare documents needed to participate in a mock interview (resume, covering letter, thank-you letter).

It is advisable for the students to make an interview search for sample business interviews available on many sites of recruiting companies. Watching these videos at the lesson and discussing strengths and weaknesses of the interviewee's communication style can be helpful for an elaborate preparation for a real business interview.

As a warming up, it is possible to show short scenes of films demonstrating job interviews and discuss them with the students trying to mark the problem zones and suggest the ways of improving. It is advisable to select sample interviews where some of the problems can be explained by cultural misunderstanding. In the first part of the *interview participation* stage, the class should be focused on discussion of the supporting documents, their structure according to the standards of the English speaking countries. Then, the teacher can discuss the standard procedure of the job interview, the importance of self-confidence and the ability to express it [6].

In case of an intercultural interview, it should be noted that western interviewers prefer a self-aware and self-confident candidate. For westerners, this implies skills and traits like being pro-active, a self-starter, independent minded,

self-dependent and responsible. The instructor can focus the students' attention on the non-verbal communication, as many details can be different in different cultural contexts. What should be emphasized and discussed are punctuality, clothes, eye contact, gestures, time to answer each question and time to think over tough questions [20; 21]. Personal impressions like physical distance, body language, smiling, accent, pronunciation, the tone and volume of your voice or the use of humor are as relevant as the professional skills and experience [23]. Personal attitude is responsible for 40% of the candidate's rating [22].

Mock interview is the next possible activity in the class. The students are invited to use the questions of the job interviews which they have previously surfed in the Internet, brainstorm their own questions and practice small interviews with their partners.

A suggested training task includes reading the supposed interviewer's questions, choosing the best answer accompanied by short explanations. For example: *In what way do you feel our company will help you to use your abilities fully?*

a. *I think I will be able to use my inter-personal skills as a team member and get good results.*

b. *I think I will be able to put into practice the professional skills I learned at University.*

c. *I believe I will be able to use my creative skills and work independently being responsible for the work results.*

The students, who are not involved into the mock interview, are provided with evaluation forms for the feedback. They are instructed to pay special attention on the figures of language, range of vocabulary, citations, grammar accuracy. To get ready for the mock interview, the students can be asked to prepare set phrases, proverbs, citations to prove their high intellectual and English language level.

Next, at *evaluation and feedback stage*, the teacher can discuss the mock interviews using the feedback forms. It is also possible to watch a video taken from the sites of career consulting companies containing discussions of these interviews made by career consultants, HR managers and other professionals to hear their arguments and comments. Besides, it is advisable to focus on the difference of the job interview procedure in English speaking and Ukrainian contexts. In particular, the fact that in English speaking countries, asking interviewer questions is welcome. If people ask questions back it is usually seen as a sign of a detail orientation and pro-activeness. Some HR managers of Ukrainian companies can evaluate this way of behavior differently as the candidate can be expected to follow the lead of the interviewer, be attentive, only answer the questions, and never take the initiative to ask questions. Researches of Ukrainian career consulting companies [25] prove that among the reasons for rejecting top candidates are the qualities that are not as a rule mentioned in the lists of western countries, in particular, radicalism of ideas, inability to orientate in the society, excessive material interest, inability to work outside the schedule, etc.

Specific features of various types of job interviews and their procedures are to be discussed, in particular, group interview, pro-active interview, stress-interview.

The development of the competitiveness of future professionals in foreign (English) language classes was also considered as a goal when conducting an experiment using the CLIL (Content and Language Integrated Learning) methodology. The experiment involved the students of O. M. Beketov NUUE in Kharkiv, majoring in "Economics", who study English as a subject of the general cycle, and the students of the specialty "Philology". The purpose of the experiment was to check the readiness of future professionals to enter the competitive labour market in the future, their motivation to acquire practical skills that require using of the English language, for example, when writing an application, resume, CV, during personal communication, business correspondence, participation in negotiations, i.e. to perform specific communication tasks. We should admit, that the above communication tasks, as well as a number of other different simulated situations of professional business communication, are a part of the training program for both future economists and future philologists. To summarize the results of the experiment in a nutshell, it should be noted that both Philology students and Economics students equally confidently showed knowledge and ability to use special terminology and language structures for business communication. At the same time, the students of Economics demonstrated significantly greater psychological confidence, motivation and ability to write a resume, answer possible questions during an interview, and persuade an interlocutor during negotiations. They were much more actively involved in this kind of practical tasks than the students of Philology, for whom such tasks looked like language exercises having an abstract nature. This difference could be explained by the fact that the students of Economics had studied a special professional module "Personnel Competitiveness" focused on supplying information on competition in the modern world and on the labour market, training them to apply for professional positions and go through the interviewing process.

Thus, one of the possible methods to develop employability skills of the Philology students can be training them in such discipline as "Personnel Competitiveness" in English using CLIL methodology. The CLIL approach is designed to improve students' general awareness as well as integrate language for solving different pragmatic purposes [1]. Such an interdisciplinary approach will enable students to use a great variety of related materials in English language starting on such tests as the General Measure of Enterprising Tendency (GET) test by S. Caird and C. Johnson, Personality test focused on professional direction and leadership by J. Myers and K. Briggs. Thus, the set of materials for the discipline on personnel competitiveness can be helpful for developing Philology students' employability and prepare them for the challenges of the world of work.

Conclusion and prospects for further research. Generally, the results of our research prove the relevancy of forming competitiveness of future translators /

interpreters in the period of fundamental changes in the work organization of these professionals. The models for training verbal and non-verbal behaviour at business interviews of various types as well as the standards and regulations of preparing application documents are offered. The suggested training will be helpful for improving the performance of future interpreters / translators in real life situations at the workplace. Additionally, studying the forms and methods of training students in personnel competitiveness using CLIL methodology to develop employability and entrepreneurship skills of future translators / interpreters can be viewed as *research opportunities*.

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2.8 HAVE YOU DISCOVERED YOUR LEARNING STYLE YET?

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One of the most frequently asked questions was, is and, certainly, will be is the question about motivating and engaging students into active participation both in class and doing their self-studies. This question has been discussing a lot, and especially now because of the greatly changed situation in the world. Great number of teachers and researchers all over the world have been pondering over the following problem: how to make students and learners be active and motivated participants in the teaching-learning process, especially nowadays when a lot of classes are delivered in distant setting.

So the main idea of this article is to raise awareness of the ways of preparing a competent specialist in foreign language teaching and learning focusing on the basic components, such as language sub-skills, four main skills, socio-cultural component, study skills and professional competences and types of learning styles to be able to find out both teacher's and student's own primary learning style(s) in perspective to accommodate them in effective teaching and learning. One more aspect of learning styles application is to find proper ways to teach a foreign language and content subjects through a foreign language implementing CLIL approach based on the discovered preferred learning style(s). To achieve the aim we should focus on the essential components of preparing a competent specialist who will be able to take into account different important reasons of involving all the students into the teaching-learning process either teaching a foreign language or a content subject through a foreign language taking into account their preferred learning styles.

How to prepare a competent specialist

Then the following question arises: how to prepare a specialist in the sphere of education who not only is good at their major discipline but can be an expert in teaching which can promote personal, intellectual and professional development. Some people can say that it is difficult, and others can say that it is simple. But we know that simple is not always easy.

This problem is considered to be mostly from the area of Methodology, the majority of specialists can think. What methods, techniques to choose, what types of activities to design: combined or integrated, how many exercises to do in class and at home – these are the widely-spread items for discussion. We all have to adapt to a new situation and that's why everyone realizes that we all should think about new ways of involving students.

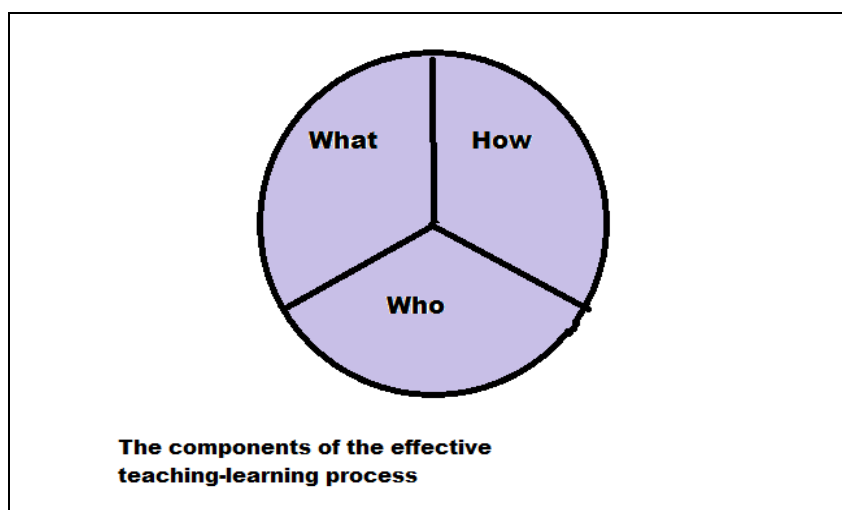
The author of the article invented the following formula to follow to make the teaching-learning process effective: “What + How + Who = Effectiveness”. It includes three components which can be in focus all the time to provide good results in teaching and learning.. Omitting any of them doesn't allow both teachers and learners to achieve the set goals. Only integration of all of them can lead to

success in their work. What do these three components mean? Obviously, “What”-component is the discipline (content subject) itself. In this very case it is the English language as the author of the article teaches English to university students. It means that the level of the language competence of a teacher should meet the requirements of the university level. Continuing professional development is a must for a teacher working in different educational establishments. In fact, it is not enough just to be good at English or any other major discipline nowadays.

Component number two is Methodology; and its name is ”How”. It is necessary to be professional in applying appropriate methodological approaches, methods, techniques, modes and activities relevant to the needs of the students, their level of language competence, age and interests. And it only can be possible combining them with certain learning styles of every individual.

And one more component of great importance is Psychology, which gets the name “Who”. It focuses on the audience a teacher cooperates. Personal interests, beliefs, preferences, likes and dislikes, values, personal qualities should be taken into account. Paying attention to each of the elements a teacher can easily adjust the designed materials to concrete groups of students who can be joined up according to their levels of language command. And it is extremely important to define where the students are, at what level and how to plan the tasks for mutual cooperation. Only together they all can provide an effective foreign language teaching and learning process.

The following “pie-diagram” describes this approach. (Picture 1.)



Picture 1.

All three elements of the pie-diagram presuppose taking into account the strongest learning styles of the students. Ignoring any of the elements can lead to failure though not total. The three above-mentioned components are essential as they are interwoven. The scheme is appropriate for teaching any group of students or learners. It is impossible to teach effectively not being aware of methodological methods, approaches and techniques. Also there will be no good result if a teacher doesn't take into account the audience they cooperate with. And what is more, it is necessary for a teacher to demonstrate a good command in the language taught.

Educators, administrators and teachers speak a lot about new format of teaching and learning: using different online platforms, tools and instruments to engage students into interactive studies while teaching them either in face-to-face, hybrid or distant settings. All these new techniques are helpful but they all should be based on the learner-friendly principle which states that “if the child is not learning the way you are teaching, then you must teach in the way the child learns.” [20] This idea belongs to Rita Dunn, who explored the importance of taking learning styles into account while planning lessons and giving instructions in class.

Everyone involved into educational process should keep in mind that it is necessary to investigate the groups of students they work with to define their strongest learning style, their learning strengths and weaknesses and to find proper ways to solve the problematic items. More often when we mention strong and weak sides of someone’s progress we mean good or poor language command, ability to comprehend the information and work with it. And extremely seldom we ask a question why some students can perceive the given knowledge successfully while others cannot do this though the same teacher presents the same material, gives the same instructions.

It is true that a lot of attention is paid to speech patterns or models, grammar structures, new vocabulary, spelling and pronunciation. Obviously, all these language area components are of paramount importance for development of four main skills: reading, writing, speaking and listening. One more component is included into the “must”-list for effective foreign language teaching and learning is the socio-cultural component which was neglected for quite long period of time. What is important in adding this component to the curriculum is that “students should understand possible differences between their own culture and that of others, and that they should develop their attitudes and acquire the means to cope with such differences”. [6, p.25] Moreover, the choice of activities containing socio-cultural component should be relevant to student’s individual life experience, cross-curricular knowledge which can provide their understanding of culture, history, traditions, customs, habits, festivals, celebrations and other cultural issues.

Appropriate level of four main skills development and effective use of components of language sub-skills presuppose development of study skills. The “study competence element is the capacity for study. It is the development of the learner’s general capacity for study, on which true mastery of techniques at the top level depends”. [6, p.202] Study competence list includes organizational and self-awareness skills, thinking, information-locating and discussion skills and skills for dealing with extended use of English, academic writing, research, examination and heuristic skills.

Development of all the above-enumerated study skills allows students to be able to develop a study plan, determine their own learning strategies, set themselves a clear purpose for studying, organize their own ideas, develop a positive exam preparation routine, organize and structure research, exercise a

positive attitude towards writing, communicate their own ideas effectively, etc. [6, p. 202-205]

Professional competencies are another important component in a foreign language teaching and learning process. The aim of their development is to “establish a framework within which trainees can relate acquired knowledge and skills appropriately to teaching practice”. [6, p. 208] There are several groups of professional competencies:

1. using the target language knowledge and skills for classroom management:

- planning;
- organizing and monitoring procedures;
- building up relationships and a positive learning atmosphere;

2. using the target language knowledge and skills to get and give feedback;

3. using the target language to develop learners’ skills and raise their linguistic awareness;

4. using target language knowledge and skills to raise learners’ socio-cultural awareness;

5. using target language knowledge and skills to modify and develop teaching materials [6, p. 208–211].

As it is seen from the list of the mentioned professional competences, they all are aimed at continuing professional development which is based on the principles of growth and empowerment.

The last component in the chain of competent specialist preparation is student’s learning style(s) which can greatly influence their motivation to learn a foreign language or a content subject(s) through a foreign language.

Table 1 presents the components of effective and motivated foreign language teaching and learning.

Table 1

Language area:	4 main skills:	Socio-cultural component	Study skills	Learning styles:
Grammar	Speaking	Culture		Visuals
Vocabulary	Listening	History		Auditory
Pronunciation	Reading	Celebrations	Professional competencies	Read/Write
Spelling	Writing	Traditions		Kinesthetic

Other points for consideration appear: how to find out what activities to design, how to plan the lesson, how much time to spend on practicing this or that aspect in class. It can be done through different types of observation. Also reflective teaching, feedback sessions, review tasks, discussion method, Critical Incident Questionnaire (CIQ) and peer-observation will be of great value in achieving the set aims in students’ motivating and engaging.

Let’s start with discussion method. It consists of a goal-focused group conversation and the main goal of it is to involve interaction about subject matter and raise awareness of different components of continuing professional

development. The key-point of good discussion participation presupposes active involvement of colleagues “trying to build on, synthesize, comments from others, and on showing appreciation for others’ contributions.” [2, p. 24] Through such kind of discussion colleagues introduce new resources and approaches which are not covered in the syllabus but which add new information and can be used in class. They also can be active participants in asking questions or/and making comments. Thus they can demonstrate their interest in what another person says.

One more technique in focus is a review task which can give a teacher better understanding of the situation in class and received information can be used to improve the situation. There are a lot of discussions how to make the teaching-learning process interesting and motivating, how to involve students into the process, actually we should start with teachers to help students. It's a review task with a list of questions. The idea is borrowed from the Trainer Development Scheme training course where Rod Bolitho, a British trainer, introduced this activity. Every academic year I ask my students to write their reviews on our work (theirs and mine) during the course. The students I teach get the information about such way of reflecting the teaching-learning process (writing a review task) at the very beginning of an academic year when I ask them to make a list of their expectations from the course. At the very end of the course I (their teacher of English) analyse their review tasks and lists of expectations. Such information lets me as a teacher be selective in methods or techniques and certainly activities and modes of interaction, improve the situation in class for better if necessary. The task is to reflect on different items including the format of the course, chosen methods, approaches and techniques, and if the atmosphere is friendly and comfortable in class, if the teaching style is appropriate to their needs, and if the teacher designs activities taking into account their preferred learning styles. They can agree or disagree, criticize but the thing is that they have to give strong arguments “for” or “against”. I am sure that such activity gives them sense of cooperation and collaboration and certain feeling of their personal responsibility.

Such technique stimulates them to be active participants in the teaching-learning process. And they realize the importance of their own responsibility for setting proper goals, choosing appropriate way of fulfilling them, managing their learning process effectively to achieve good results. These are their first steps to ELT community and long-life learning to be updated in teaching. The following extract can be a proof of the effectiveness and feasibility of this technique which also focuses on combining three above-mentioned components: What, How and Who.

Review: The thoughts to share.

(Once the students I taught got a task to reflect on their learning and my teaching. It's an extract from one of the review tasks.)

“I used to finish any of written tasks with “thank you” notes, but now I want to start with this phrase. Thanks a lot for everything you have done so far. Probably at our first meeting you managed to see that something was going wrong inside the group and tried to find reasons why. In front of you there were

“cocoon” hidden from outer influence, bearing their own thoughts, sharing no experience – we were completely blocked from surroundings expecting nothing but another step of academic teaching. But you pulled the end of the thread and started untwisting the cocoons. What was the consequence? We felt the freedom of butterflies, being still blind in choosing the right way. You showed it to us then. Unlike the previous ones this one was light, enjoyable and perspective. You made our imagination work and we can see the results – creative group work and projects are proofs of our successful studying. You are like fire that attracts but does not singe wings. Deeply in soul we are still afraid of innovations having got used to hardened world-views. At this very stage it is of crucial importance for me to get rid of this fear.

I suppose, our ongoing teamwork will benefit both you as a present teacher and us as the future ones on our way to success, will not it?”

Now the author of this review is my colleague. Some time ago I came across this piece of writing and decided to send it to the author as a reminder of the time when I was a teacher and she was a student. And I got the following answer:

“Thank you so much for this paper! It reminded me about my days of studying and your way of teaching. You were so inspiring and encouraging! To tell the truth, now I use some methods of yours at my grammar lessons if you don't mind, of course:). They help me make the students feel at ease and be open. Thank you once more!”

Reflection is another method which is aimed at investigating and improving levels of professional development in teaching. “Reflective teaching is an approach to teaching and to teacher education” and certainly it is based on the idea that “teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experience” [8, p. 312]. Actually, reflective teaching is a process where teachers think over their teaching practices, choosing learning strategies relevant to the level of the students’ language competence and paying attention to their primary learning style(s), analyzing how something was taught and how the practice might be improved or changed for better learning outcomes.

Another research technique is feedback. What type of feedback to choose: judgmental or descriptive to be supportive? How to balance positive and negative feedback? And actually what is feedback? This technique in teaching is aimed at giving comments or information received on the result, positive or negative, of a set task. Feedback is important not only for the person who gets it, but also for the person who gives it. This research technique teaches how to discuss, criticize, agree and disagree, give comments and find the ways out. Feedback sessions can be called problem-solving activities and they can be individual or for a group of students. The process of highlighting the items which can cause a problem in teaching is collective, as several students take part in it, and it is mutual, as both a teacher and students are active participants of the discussion.

Among the long list of techniques for observation there is feedback. This technique is a two-way process: giving feedback and getting feedback, and they both are important. First of all we should focus on the way of giving feedback which is very important as it depends on the aim the observer sets. Also there is one more thing to ponder over: how to balance positive and negative feedback; which type of feedback to choose – judgmental or descriptive – to be supportive. Feedback is important not only for the person who gets it, but also for the person who gives it. It is true that not always the observer sets the aim to observe the lesson, microteaching, seminar, any kind of presentation to support in solving potential problems. More often such procedure has formal character and is of no value then. If the aim, for example, of the lesson observation is to motivate professional, intellectual and personal development of peers then feedback is supportive. It is worth remembering that descriptive type of feedback is preferable than judgmental, which in its turn does not presupposes any kind of improvement.

The author of the article makes observation several months a year, when the fourth-year university students have their teaching practice in school. Delivered classes without further discussion during feedback session cannot identify the problematic levels of the lesson and specify their solutions. Two types of feedback, either “hot” or “cold” can be used, but it is better to use them both. “Hot” feedback immediately highlights the problem spots. “Cold” feedback, which can be given several days later, gives some time to analyse the mistakes and reflect on possible effective ways of their solving. The student-teachers are taught to accept the observer’s and their colleagues’ comments on their lesson. The most important thing in this procedure is that the observee has to give their feedback on the observer’s and their peers’ feedback. Then it is clear to everyone if the feedback comments are comprehensible. And from the own experience the author states that feedback sessions are real helpers in changing the situation for better in English Language Classroom as they teach how to be ready to cooperate and to be a reflector on the weak points.

One more technique necessary for professional development deserves certain attention too. It is Critical Incident Questionnaire (CIQ), a classroom evaluation tool. The main aim of its using is to discover what and how students are learning. This technique is about concentrating on critical moments or actions in a class, and is always judged by the learners. “Beneath each question, a space is provided for learners to write down whatever they wish. The CIQ is handed out about ten minutes before the end of the last class of the week. The five questions are always the same and students are asked to respond anonymously” [3].

The Classroom Critical Incident Questionnaire:

“Please take about five minutes to respond to the questions below about this weekend’s class. Don't put your name on the form – your responses are anonymous. If nothing comes to mind for any of the questions just leave the space blank. At the next class we will share the group's responses with all of you. What you write will help us make the class more responsive to your concerns.”

And these the questions to ponder over and reflect on:

1. At what moment in class this weekend did you feel most engaged with what was happening?
2. At what moment in class this weekend were you most distanced from what was happening?
3. What action that anyone (teacher or student) took this weekend did you find most affirming or helpful?
4. What action that anyone took this weekend did you find most puzzling or confusing?
5. What about the class this weekend surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs.) [4]

The main sense of using CIQ is to teach students to be ready to analyse both their failure and success, if any, and to realize that there are no mistakes in their process of learning only lessons.

And it is time to tell several words about one more thing essential for being a competent specialist – teaching philosophy. It is the first and important step in analyzing the teaching-learning process and its results. Every teacher should formulate their teaching philosophy though it can be a challenging, invigorating exercise for them. Teaching philosophies ask teachers to “effectively articulate their knowledge of teaching and learning with details from the classroom. Philosophies are typically brief, but can speak to teaching habits, best practices, inspirations, and pedagogical goals.” [17, p. 1] The author of this paper focuses on teaching students their teaching profession through the English language supporting them in becoming autonomous and independent learners to be motivated and successful in their professional life and these are the key points of her teaching philosophy.

To sum up this part of the article we can stress that there are various ways of professional development. The key-point is personal desire to move ahead to be interesting for the audience. And teachers can choose any way of continuing professional development (CPD): observation of colleagues' lessons with feedback sessions (in fact, it happens very seldom), on-line webinars (especially now their number is great!), training courses aimed at developing study skills and transferring them into professional ones. Participation in conferences, home and international, also gives understanding where to move, how to do that and where to get necessary data, materials, etc. Self-evaluation is another opportunity of CPD which helps clearly understand how to use new data to "old" context. Finally, we can state that “a good beginning makes a good ending”.

Discovering the primary learning style

The thoughts about continuing professional improvement make me pay attention to the effectiveness of each lesson. It is not only about a well-designed lesson plan but mostly about its relevance to number of items such as students' needs, their levels of language command, life experience, age, interests, personal qualities, etc. The elements of “pie-diagram” (Picture 1) prove the importance of this principle. If anybody asks me who was that person who advised me to

research the influence of a correct choice of a certain learning style then the answer is on the surface of this paper: it is me myself. Having been teaching English for 36 years, 26 of which as a university teacher, the author of the article also supervises students' teaching practice in school observing their training and demonstration lessons with different age-groups of secondary school students.

While observing such lessons (bigger part of them demonstration lessons) of the student-teachers during their teaching practice in school the author of the article traditionally pays attention to the following moments: classroom management, using of the board, types of interaction, giving instructions, balance of Teacher Talking Time and Student Talking Time and students' involvement into the process. Twice a year we, my colleagues and I, observe each other's classes. And again the author's attention is paid to the type of a lesson, time-limit for each stage and a separate activity and if the suggested activities are suitable for involving every student into the process keeping in mind their primary learning styles. The fact is that not only students but majority of teachers have no idea about their strongest learning styles. Why the learning style component deserves certain attention to be researched? – The data about the students' primary learning styles allow a teacher to design a lesson plan which can engage everyone in class and motivate them to study. It is not a secret that very often students of different levels are not motivated to develop and improve their study skills as the teaching-learning process is boring for them.

How to change the situation in a foreign language and/or content class for better? Obviously, to keep in mind the set of necessary components presented in Table 1. The last in the table but not the least of importance is the component "Learning styles" which includes their types of. There are two set of learning styles. Some researchers define three of them: visual, auditory and kinesthetic. Others add one more" reading/ writing. Then we can come across two types of their abbreviation: VAK stands for the names of three learning styles: V – Visual, A – Auditory, and K – Kinesthetic and VARK differs in adding one more style – Reading/Writing. In this article we focus on VAK set. And what are learning styles? Rita Dunn and Karen Burke define them as "a combination of many biological and experientially imposed characteristics that contribute to concentration, each in its own way and all together as a unit" [9]. They also stress that the strongest student's learning style can promote their own ways of "hearing, seeing, reading, writing, illustrating, verbalizing, or actively experiencing; perceptual strength is only one part of learning style. It is also more than whether a person processes information sequentially or analytically rather than in a holistic, simultaneous, global fashion; information-processing style is just one component of style" [14].

To specify the difference between them we designed the following activity. *The task is to read the given definitions and focus on key words to define the style (V/A/K).*

1. *You learn well by hearing things, for example lectures or tape. You like teachers to give oral instructions and you like making recordings of what you are learning and having discussions. V/A/K?*

2. *You learn best when you have hands-on experience, when you are physically involved or can actively participate. You like moving around when you learn and also like a variety of classroom activities. V/A/K?*

3. *You learn better by visual means, for example by reading and by looking at pictures or films. You remember instructions best if you see them, for example on the board. V/A/K?*

The suggested activity on defining learning styles is based on the researched data by R. Dunn and makes it easier to understand their difference [12]. Such knowing can be helpful in discovering someone's primary learning style(s). As it was stressed above not all participants of the teaching-learning process are aware about their strongest learning styles and its importance in their effective learning. That is why this item is under consideration in this paper. It is a fact that everyone, in our case we speak about teachers and students, has their primary or preferred learning style. And it explains a lot.

About ten years ago there was a situation which deserves our attention to understand how learning styles are important for motivating learning, first of all. During the students' Teaching Practice in school the author of the paper was their university supervisor. One of the students taught the ninth-graders and it was her first demonstration lesson. Why this very lesson deserves to be spoken about? Because it was a complete failure of the student-teacher who was delivering that class. In fact the lesson plan was ideal: there were clear aims, objectives, all the stages and appropriate topic-based exercises. But why was the lesson not successful? The teacher's strongest learning style was Auditory and correspondently the bigger part of the planned activities was devoted to speaking, explaining, and discussing. The following question can arise: if it is wrong to practice spoken language a lot? – Certainly, not. But the thing is that the teacher didn't take into account the specificity of the group: it was the class with intensive course in Natural Sciences. And the students preferred to read, write and choose correct answers. There was no balance of two other learning styles. The students were good at doing different experiments; visual aids were of great support for them. They only were active during the first fifteen minutes of the observed lesson, then some of them began to doodle, others stared at the wall or toyed their phones. While observing that very lesson the author of the article asked herself a question: "What was going wrong?" During the feedback session we found out the problem and the following lesson was planned taking into account the needs of the group and their personal primary learning styles. As for the result of another lesson, designed on the principles of relevance, involvement and integrity, it was a great success. It was that stepping stone that made the author of the article to investigate the importance of a very significant component though very often ignored [10].

How to organize the teaching-learning process to be effective for every person involved into it. First of all the teacher should define their own primary style and the styles of the students they teach. It is an ideal picture! And it is the

key-moment in planning and delivering interesting and informative lessons to let everyone take an active part.

Rita and Kenneth Dunn began to explore learning styles many years ago. One of the questions in focus was how to develop learning styles. They highlighted the idea that while getting new information, “an individual's learning style preferences can include:

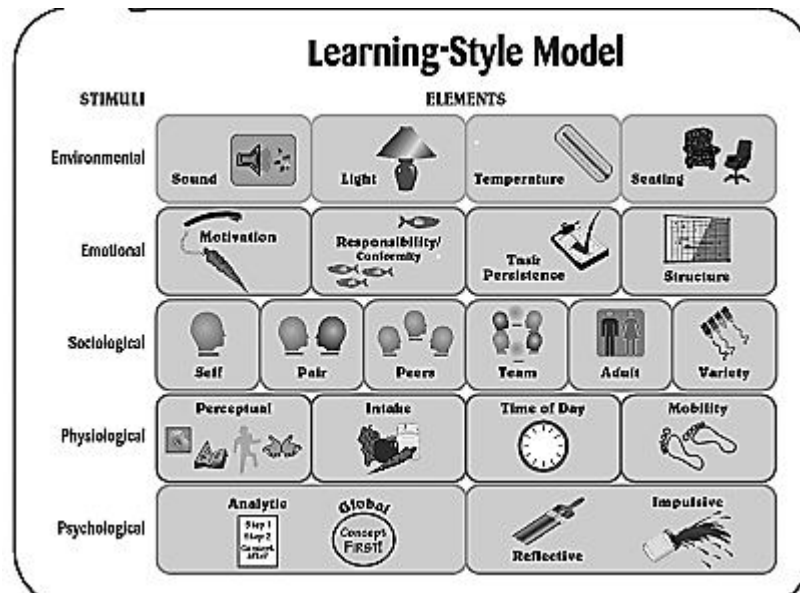
- Quiet or background noise;
- Bright or low light;
- Formal or casual seating;
- Uninterrupted study or intermittent breaks;
- Perceptual modes (auditory, visual, tactile, and kinesthetic);
- Intake or no intake (snacking, chewing, or drinking);
- Varied periods during the day;
- Passivity or mobility; and
- Global or analytical processing styles” [11].

They enumerated five important elements for each learning style. These elements are: environmental, sociological, emotional, psychological and physiological.

Table 2 – Dunn and Dunn’s Learning Style Dimensions [11]

Dimension	Elements	Key questions
Environmental	Sound Light Temperature Seating Design	Do students prefer a noisy, busy, well lit, warm environment or a quiet, subdued, cooler environment? Should the learning environment be formal (e.g. desks and chairs) or informal (e.g. pillows)?
Emotional	Motivational support Persistence Individual Responsibility Structure	Do students need a lot of emotional support? Will they persist on learning tasks? Can they assume individual responsibility? Do they need lots of structure?
Sociological	Individual Pairs or Teams Adult Varied	Do students learn best alone or working with someone? How much guidance from adults do they want or need?
Physiological	Perceptual Intake Time Mobility	Is the student an auditory, visual, tactual, or kinesthetic learner? Does the student like to snack while learning? When is the optimal time for learning? Does the student require freedom to move during learning?
Psychological	Global Analytical Impulsive Reflective	How does the learner attack problem, globally or analytically? Does the student jump into problems or pause to reflect before starting?

The authors stress that each of these five types of stimuli can affect a student and create comfortable atmosphere for their learning. The set of dimensions for a certain learning style will depend on their individual preferences, likes, dislikes, their values and beliefs, and other psychological and physiological issues. The information about key questions presented in Table 2 clarifies the most appropriate and comfortable conditions for an individual's learning. Picture 2 is a schematic representation of Dunn and Dunn's Learning Style Dimensions [24].



Picture 2

Walter Burke Barbe investigated this point and discovered the following: it is vital for “an instructor” to match “with a student of the same modality strength”. The result of such matching can be “higher performance of the student” [1]. Also he finds out that “visual learners learn by seeing. They have a high ability for visual recall. They prefer to learn using visual representations such as graphs, posters, maps. He adds that Visuals often use gestures while talking and “have a tendency to look upwards when thinking [16].

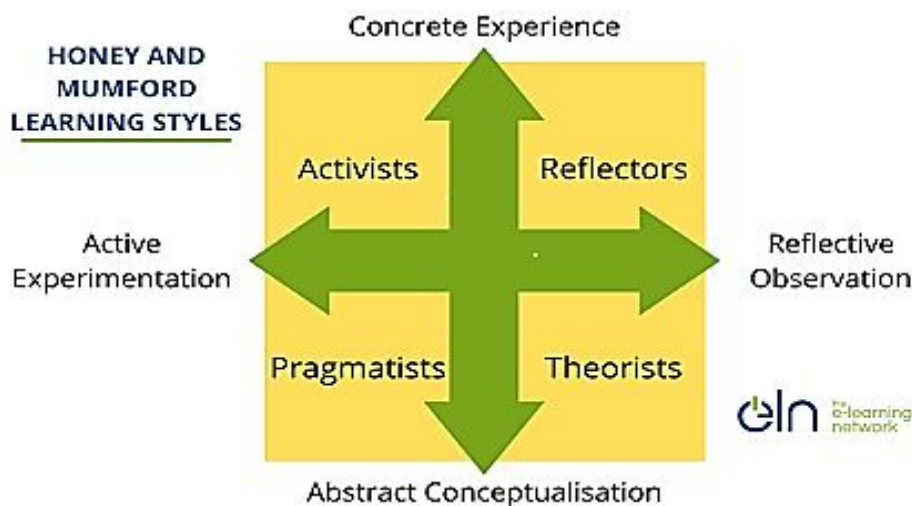
Walter Burke Barbe states that “auditory learners learn by listening. They favor the audio and have a high ability for auditory recall. They prefer repetition, summaries and benefit from discussions, lectures, stories.” [1].

Pritchard A., who also investigates learning styles, claims that the learners whose preferred learning style is Auditory “have a tendency to tilt their heads and use eye movements when concentrating or recalling information” [16].

As for kinesthetic learners, the researcher says that they “rely on doing to learn. They heavily depend on interactions within the learning environment and especially with their bodies. They will easily recall events or information attached to an experience or the feelings of a physical event. They learn best through field trips, physical activity, manipulating objects and touch”. From long-term observations the author of the article stresses that Kinesthetic learners have

problems in sitting still and doing monotonous activities. Change of activities involving some physical aspects stimulates their learning activity [1].

Two other scientists, Peter Honey and Alan Mumford, developed and identified four distinct learning styles or preferences: Activist, Theorist; Pragmatist and Reflector [21].



Picture 3

They designed Learning Style Questionnaire that “probes general behavioural tendencies”. The conclusion they made was the fact that the majority have never thought how they learn. The researchers are sure that to be an effective learner, individuals must know about their learning styles or preferences and find ways to learn using those methods. [21]

Learning Styles Questionnaire:

Part 1

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning “habits” which help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences, so that you are in a better position to select learning experiences that suit your style. There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers.

If you agree more than you disagree with a statement, put a tick by it. If you disagree more than you agree, put a cross. Be sure to mark each item with either a tick or a cross.

1. I often take reasonable risks, if I feel it is justified.
2. I tend to solve problems using a step-by-step approach, avoiding any fanciful ideas.
3. I have a reputation for having a no-nonsense direct style.

4. I often find that actions based on feelings are as sound as those based on careful thought and analysis.

5. The key factor in judging a proposed idea or solution is whether it works in practice or not.

6. When I hear about a new idea or approach I like to start working out how to apply it in practice as soon as possible.

7. I like to follow a self-disciplined approach, establish clear routines and logical thinking patterns.

8. I take pride in doing a thorough, methodical job.

9. I get on best with logical, analytical people, and less well with spontaneous, "irrational" people.

10. I take care over the interpretation of data available to me, and avoid jumping to conclusions.

11. I like to reach a decision carefully after weighing up many alternatives.

12. I'm attracted more to new, unusual ideas than to practical ones.

13. I dislike situations that I cannot fit into a coherent pattern.

14. I like to relate my actions to a general principle.

15. In meetings I have a reputation of going straight to the point, no matter what others feel.

16. I prefer to have as many sources of information as possible – the more data to consider the better.

17. Flippant people who don't take things seriously enough usually irritate me.

18. I prefer to respond to events on a spontaneous, flexible basis rather than plan things in advance.

19. I dislike very much having to present my conclusions under the time pressure of tight deadlines, when I could have spent more time thinking about the problem.

20. I usually judge other people's ideas principally on their practical merits.

21. I often get irritated by people who want to rush headlong into things.

22. The present is much more important than thinking about the past or future.

23. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.

24. In meetings I enjoy contributing ideas to the group, just as they occur to me.

25. On balance I tend to talk more than I should, and ought to develop my listening skills.

26. In meetings I get very impatient with people who lose sight of the objectives.

27. I enjoy communicating my ideas and opinions to others.

28. People in meetings should be realistic, keep to the point, and avoid indulging in fancy ideas and speculations.

29. I like to ponder many alternatives before making up my mind.

30. Considering the way my colleagues react in meetings, I reckon on the whole I am more objective and unemotional.

31. At meetings I'm more likely to keep in the background, than to take the lead and do most of the talking.

32. On balance I prefer to do the listening than the talking.

33. Most times I believe the end justifies the means.

34. Reaching the group's objectives and targets, should take precedence over individual feelings and objections.

35. I do whatever seems necessary to get job done.

36. I quickly get bored with methodical, detailed work.

37. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.

38. I like meetings to be run on methodical lines, sticking to laid-down agendas.

39. I steer clear of subjective or ambiguous topics.

40. I enjoy the drama and excitement of a crisis.

To compare your profile, fill in the score chart, double your totals, and translate them to the chart to discover whether you are an activist, reflector, theorist or a pragmatist.

Score Chart

1. Tick the box for each question you ticked, add the ticks together and then double the total. This is your final score.

Table 2

											Total	Total x2
Activist	1	4	12	18	22	24	25	27	36	40		
Reflector	8	10	11	16	19	21	23	29	31	32		
Theorist	2	7	9	13	14	17	30	37	38	39		
Pragmatist	3	5	6	15	20	26	28	33	34	35		

2. Plot your final score on the appropriate arm of the cross and join the scores together into a diamond. This is your Learning profile [13].

The author of the article asked a group of 6 people to answer the questionnaire. (They were the fourth-year university students getting their second higher education aged from 27 to 51.) The received results are presented in Table 3. They demonstrate how different learning styles and learning preferences be in the frame of the same group. Such data lets a teacher be selective in choosing suitable and effective approaches, techniques, modes and activities for providing successful teaching and learning.

Table 3

	Student's name	Activist	Reflector	Theorist	Pragmatist
1.	Sergiy	12	18	12	12
2.	Olena	8	16	14	14
3.	Tetiana	8	14	16	10
4.	Lyudmyla	10	10	10	10
5.	Inna	12	14	10	12
6.	Julia	10	12	8	12

The numbers themselves say nothing. To decode this information the following chart can be of great help. Peter Honey and Alan Mumford (1986), specify the strong and weak sides of each style in their “The Manual of Learning Styles”. We also use it to evaluate the situation.

LEARNING STYLES (According to Honey & Mumford Model)

Learning styles: strengths and weaknesses

STRENGTHS	WEAKNESSES
An ACTIVIST . . .	
<ul style="list-style-type: none"> - is flexible and open-minded - enjoys doing things - likes to be involved in new experiences - is optimistic about change and puts up little resistance to it 	<ul style="list-style-type: none"> - tends to act without careful consideration - often takes needless risks - tends not to delegate and hogs the spotlight - rushes into action without taking enough time to prepare - gets bored with implementation
A REFLECTOR . . .	
<ul style="list-style-type: none"> - is cautious - is painstaking and methodical - is pensive - listens attentively to others and memorizes facts - rarely jumps to conclusions 	<ul style="list-style-type: none"> - tends to avoid direct participation - takes a long time to think before giving an opinion or making a decision - tends to be overly cautious and takes too few risks - is unsociable and may lack people skills (ability to communicate easily with various types of people)

A THEORIST ...	
<ul style="list-style-type: none"> - favours “vertical” logic - is rational and objective - questions and probes as though conducting a survey - prefers a disciplinary approach 	<ul style="list-style-type: none"> - attaches little importance to lateral thinking - is intolerant of uncertainty, disorder and ambiguity - is intolerant of all things subjective and intuitive - speaks in terms of duty and obligation (“must”)
A PRAGMATIST ...	
<ul style="list-style-type: none"> - is keen to try things out - is practical, down to earth, realistic - wastes no time getting to the point - is technique oriented 	<ul style="list-style-type: none"> - tends to reject anything that is not readily applicable - has little interest in theory or principles - expedites problems by opting for the first solution that seems acceptable - becomes impatient with talk for the sake of talking and vague speculation - is more task oriented than people oriented

(Adapted from Peter Honey and Alan Mumford (1986), “The Manual of Learning Styles.” Maidenhead, Berkshire: Ardingly House.) [13]

We can sum up the got results that Activists are those individuals who learn by doing.. The learning activities For Activists can be brainstorming, problem-solving, group discussion, puzzles, competitions, role-play. Theorists prefer models, ideas and truths with a specific end goal to take part in the learning process. Theorists are good at doing the activities which include models, statistics, stories, quotes, background information. Pragmatists are able to understand how to put the learning into practice in their present reality. And they learn better doing case studies, problem-solving activities and discussing. Reflectors prefer learning by watching and pondering what happened. Their preferences among the activities are the following: paired discussions, self-analysis questionnaires, personality questionnaires, observing activities, feedback from others. Interviews [21].

Let’s have a look at one more theory of learning styles. It is “The Kolb Learning Style Inventory”. The researcher’s learning style inventory “describes the ways you learn ad how deal with ideas and day-to-day situations”. It is clear that everyone learns in their own way, and they all are different. In his Learning

Style Inventory Kolb focuses on the following items which as it is clear from the set of advices are important for effective learning. “Knowing more about your learning style can help you better understand

- How you solve problems;
- How you work in teams;
- How you manage conflict;
- How you make career choices;
- How you negotiate personal and professional relationships.” [19, p. 2].

Kolb’s theory of learning styles deserves thorough consideration as it is a tool which can help “increase self-esteem, learning effectiveness, motivation and even retention, giving learners a locus of control in educational environments. Using these styles, students may even morph an inactive learning situation to a more active and engaging opportunity” [14].

As we can see different learning style theories exist but nevertheless many teachers even do not understand the importance of being aware of their own and their students’ learning styles.

How to raise awareness of the types of learning styles? What should a teacher to start with to plan and deliver effective lessons? First of all, the teachers should test their own learning styles to find out which one is the strongest personally for them. The Net gives us such opportunity. Everyone can choose a test or quiz to discover their strongest learning style. Here you can find the links to do that [22], [23].

While collecting the information and data for the article the author tested seventeen secondary school teachers. Their teaching experience is different: 1–3 years of experience – 6 teachers; 5–9 years – 6 teachers; 12–13 years – 3 teachers; 35 years – 1 teacher; 46 years – 1 teacher.

The following Learning Style Questionnaire was given to them.

Questionnaire: Learning styles

(from “*Tasks for Teacher Education*” trainer’s book by Rosie Tanner & Catherine Green, Longman 2002. – p.90)

1. Write the score that most applies to you next to each sentence below:

- 5 – almost always
- 4 – fairly often
- 3 – sometimes
- 2 – rarely
- 1 – almost never

Score Statement

- _____ 1. It helps me understand if I discuss things with other people.
- _____ 2. When learning, I watch the teacher’s face a lot.

_____ 3. I use colours when I take down notes or read (e.g. highlighter pens, different coloured pens).

_____ 4. I get good ideas while I am doing some kind of physical activity.

_____ 5. I prefer spoken to written instructions.

_____ 6. I'd rather listen to a tape than read about a topic.

_____ 7. I prefer someone to draw me a map that to tell me directions to somewhere.

_____ 8. I do less well on written tests than on oral tests.

_____ 9. I don't like sitting at a desk, but study, for example, on the floor, on the bed, in all kinds of places.

_____ 10. I take notes but they are a bit of a mess.

_____ 11. I can easily understand maps, charts, graphs, etc.

_____ 12. I can't sit still for very long.

_____ 13. I like making things with my hands.

_____ 14. If I am doing some work, having the radio on annoys me.

_____ 15. I like to take a lot of breaks when I study.

_____ 16. I use a lot of body language (e.g. gestures) when talking.

_____ 17. I can't picture things in my head very well.

_____ 18. I would rather start doing an activity instead of listening to instructions about how to do it.

_____ 19. I like telling jokes and can remember them well.

_____ 20. I take lots of notes when I read or listen to a lecture.

_____ 21. I doodle when I listen to a lecture.

_____ 22. If I don't look at a speaker, I can still follow well what he or she is saying.

_____ 23. I like creating models of what I am learning.

_____ 24. In a test, I can visualise the place on the page where I learnt something.

_____ 25. I like making projects better than writing reports.

_____ 26. I like to talk when I write.

_____ 27. If I read, I "listen" to the words in my head.

_____ 28. If I write something down, I remember it better.

_____ 29. I can't remember what people look like very well; I remember better what they say.

_____ 30. If I want to remember something, for example someone's telephone number, it helps if I make a picture of it in my head.

_____ 31. If I study aloud, I can remember better.

_____ 32. I can see pictures in my head.

_____ 33. I would rather read than to be read.

2. Transfer your scores and add them up:

2 _____

4 _____

1 _____

3 _____

9 _____

5 _____

7 _____	10 _____	6 _____
11 _____	12 _____	8 _____
14 _____	13 _____	17 _____
20 _____	15 _____	19 _____
24 _____	16 _____	22 _____
28 _____	18 _____	26 _____
30 _____	21 _____	27 _____
32 _____	23 _____	29 _____
33 _____	25 _____	31 _____
Visual	Kinaesthetic	Auditory
learner	learner	learner
Total score:	Total score:	Total score:
_____	_____	_____

Your highest score indicates which your strongest learning style is, your lowest score shows your weakest. There is no right, or perfect, learning style: everyone is, to some degree, a mixture of all three learning styles, but most people may have one learning style which is dominant. A score of more than 40 indicates a particularly strong style; a score of under 20 indicates quite a weak style [18].

And the results are the following: for 73% of them Visual learning style is the strongest. And only 7% is Kinesthetic learning style. 19% of the respondents have their primary Auditory learning style. Their argument about their primary style is the fact that they all teach primary school students and for this age group it is essential to be able to read and write. We can either agree or disagree with the statement, but the thing is that kids prefer moving a lot, doing hands-on activities, playing games while doing “serious” activities: learning new words and practicing grammar structures. The role of a teacher is not only to define learning styles of all the participants of the process but also to find proper ways to develop other learning styles. During ZNO testing applicants have to do listening comprehension. For many of them it is a problem as they read, translate and answer the questions a lot in class. They do not have enough practicing in listening skills development. From the above-presented results 73% of the teachers preferred learning style is Visual.

Visuals prefer to read and write; they quickly memorize new words, can easily recall names, people, places and explicit details. This learning style gives them possibility to be good at “anything that will be visually stimulating” [24]. Other characteristic features of Visual Learning style are vivid imagination, ability to describe what they can see. The representative of this style can be an attentive observant. And often they are good at art, drawing. Nowadays Visuals choose their professions in IT sphere.

And what about Auditory? Is it easy to comprehend somebody’s speech? Taped texts? Radio programs? As we can see there are a lot of questions to answer. Primarily, those whose primary learning style is Auditory tend to

enquiring information orally. They understand oral instructions, are good listeners, can focus on specific information. Also they like having discussions. It can take certain amount of time and efforts to develop students' listening skills to be successful in doing tests on listening.

What activities can help to improve listening skills? Teachers can make a choice among the following: inviting guest speakers, using school radio discussions, TV, tapes, lectures, lecturettes.

And at last Kinesthetic learning style. Sometimes there are students who cannot sit still during a lesson, who try to chat to their deskmates instead of doing the given task or are distracted from the process by different things. It does not mean that they ignore the subject; it is because combination of different things is important for them. They like role-playing, using puppets and dolls. They also like miming, 3-D materials, realia (real objects).

Having researched the importance of learning style as an effective component of the teaching-learning process we can recommend teachers to start discovering their primary learning style and the style of every student to teach and learn with pleasure as it will lead to success. Feeling of success is one of the key-points of strong motivation.

CLIL approach for educational environment

Defining a primary learning style for every learner is a key-point as it is one of the ways which provides effective learning. Both teachers and learners should be aware of their strongest leaning style. In addition to this they should do a lot to develop two other learning styles to be able to perceive the information presenting in different ways without difficulties.

Thus, it is important for CLIL approach. First of all, we should specify what CLIL is. And secondly, why this approach is so important in the modern world. The abbreviation CLIL stands for Content and Language Integrated Learning and is about teaching content subjects through a foreign language. In plain English, it is teaching and learning other disciplines, such as Mathematics, Physics, History, Music, Geography, etc, through a foreign language. CLIL as an educational approach was developed in Europe in the 1990s. The term CLIL is widely used instead of two other terms such as "Content-Based Language Teaching", "Bilingual Subject/Content Teaching". Marsh and Lange define CLIL as a general term which "refers to any educational situation in which an additional language and therefore not the most widely used language of the environment is used for the teaching and learning of subjects other than the language itself" [15].

Coyle, Hood, and Marsh define CLIL as a dual-focused educational approach for the learning and teaching of both content and language [5].

The necessity of combining a content subject and a foreign language is obvious as not everyone who learns a foreign language at school can use it in everyday life or their further studies or professional development. "Too many people leave school being able to use very little of the languages which they spent so many hours learning" [15, p. 3]. And nevertheless there are people who have

got good results in learning a foreign language and after leaving school they can easily use the learnt language, though their number is not numerous.

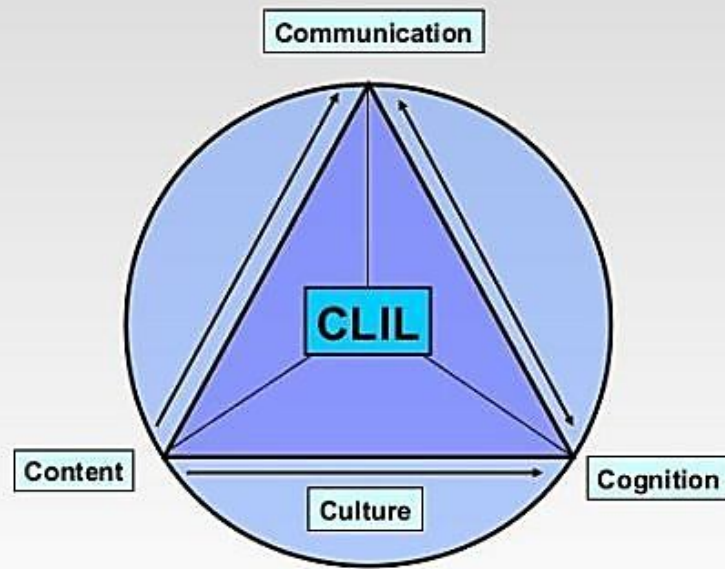
But again “for many, the investment of time and effort in language classrooms may have had more disappointing outcomes.” [15, p. 4]. This contradiction between invested time and efforts in language learning and achieved poor final results led to a new educational approach, CLIL, which is aimed at improving the situation for better and letting everyone who learns a foreign language to be able to use it in real-life situations.

CLIL is about integration of content and language and it is clear from the term itself. The elements of culture are an integral part of this educational approach. They focus on the details which can create friendly atmosphere in class, let every student express their point of view, feel safe at the lesson. Being tolerant is one more element of cultural environment. Feelings of comfort, both physical and psychological, safety and success are the components which stimulate learners to work hard learning the content subject through a foreign language. The component “culture” includes social habits, behavioral patterns, certain customs of the members of a particular community or group [7].

Also CLIL includes such element as cognition. It is defined as “the various mental processes used in thinking, remembering, perceiving, recognizing, classifying, etc.” [8, p. 59]. The key-word in this definition is “various”. Variety of mental processes is provided by different aspects. And one of them is the strongest learning style of a learner. Different people can do the same activity in different ways and their choice directly depends on their primary style either visual, auditory or kinesthetic. The amount of time and efforts spent on doing the activity can be different. And it is an additional reason to develop two other learning styles to make them support the learner in mental processes.

And certainly, it is about partnership and collaboration of colleagues who teach different disciplines. Partnership leads to communication between them. It combines already mentioned components “culture”, “content” and “cognition”. Without successful communication colleagues are not able to choose certain material of the content subject and a foreign language for successful teaching, appropriate ways of presentation, practice and production and modes of interaction. They should take into account the age of learners. Then when it is better to start implementing CLIL approach? At what age? Actually, the earlier the better. Students of different educational levels in nursery school, primary school, secondary school and high school can be involved in learning a content subject through a foreign language. The number of content subjects taught through a foreign language can vary depending on the facilities of a certain educational establishment. Also this approach should be supported by techniques and information relevant to learners’ interests and needs and certainly to their strongest learning style(s) to avoid stressful situations.

THE 4Cs FRAMEWORK



Even when they leave school, and later in their lives, they find it difficult to use the language actively, as a tool for real-life communication in everyday situations. Somehow it does not make sense for some people to have spent all this time learning a language, and then leave school and find that they simply cannot use it in real-life situations” [15, p. 4].

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2.9 PRACTICAL STRATEGIES FOR INCREASING CRITICAL THINKING SKILLS

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Most English language teachers use communicative language teaching methods to teach the skills of speaking and listening. The main purpose of teachers is to increase students' communicative competence with an emphasis on speaking and listening skills as the most important focus and develop students' critical-thinking and language-learning skills.

Critical thinking is a familiar educational term to most, but it is worthwhile to investigate the various definitions of it. Critical thinking includes a wide range of competencies which are important for adults' and children's lifelong learning. Wilson argues that in this fast changing society, thinking needs to be more adaptable and sensitive to divergent perspectives to take people through making reasonable judgments on moral, social, or political issues [11]. This ability to think critically empowers people to be active citizens in society [7]. Back in the early 20th century, John Dewey defined critical thinking as a careful, reflective thinking in which individuals actively reflect on issues that are relevant to their own lives [6]. Ennis explains critical thinking as a reasonable and reflective thinking that is focused upon deciding what to believe or do [5]. It is a thinking that is purposeful and goal-directed and which increases the likelihood of a desired outcome [8]. These definitions suggest that critical thinkers have transferable skills which allow knowledge learnt from one context to be applied in another context to achieve a certain purpose.

There are a few simple strategies to develop critical thinkers in a classroom.

Questioning techniques. Questioning is an essential tool for developing critical thinking skills. This is the simplest and easiest strategy to start implementing in a classroom. Teachers should develop questions that require students to dig deeper and ask open-ended questions instead of "yes" or "no" questions. Open-ended questions give students an opportunity to examine their own knowledge on the topic in question.

Student-led discussion. Student-centered learning environments promote critical thinking skills by requiring students to reflect metacognitively. In a student-centered classroom, students rely more on their peers for answers to their questions than on the teacher. The whole group discussion at the end of the lesson is very powerful and an excellent way to get students collaborating.

Inquiry-based learning. Teachers always want their students to be interested in what they're learning. Inquiry-based learning is an excellent strategy to get students involved in the learning process and to engage critical thinking skills. Inquiry-based learning is more than just asking what students want to learn; it's about activating interest and curiosity. The first step in successful inquiry-based

learning is to get students to develop questions they want answers to. Teachers want their students to ask and answer higher-order thinking questions.

Problem-based learning. Problem-based learning, or PBL, is a strategy that encourages students to use critical thinking skills by providing a structure for discovery that helps students to deepen their understanding. The steps are simple and can be repeated for each new topic: explore a specific issue or problem (give students a problem and they gather information to form a solution); research and brainstorm (students research their problem and brainstorm possible solutions, consider and discuss every solution presented); develop a solution and present it to the class (students learn from each other, and it's a very powerful teaching tool); create a call-to-action and steps to be taken (students should explain the steps that need to be taken in order to solve the problem).

Collaboration. One of the most important aspects of critical thinking is the ability to ask questions and analyze the answers. When students collaborate with their peers, they take ownership of their work, which promotes independence and critical thinking. Teachers should give students time throughout their lessons to converse with peers and share ideas. Collaborating also expands students' thinking by demonstrating that not everyone has the same thought process.

Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs.

Collaborative learning processes can be incorporated into a typical 50-minute class in a variety of ways. Some require a thorough preparation, such as a long-term project, while others require less preparation, such as posing a question during lecture and asking students to discuss their ideas with their neighbors. The term CL refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. Five fundamental elements involved in CL, are: positive interdependence, individual and group accountability, interpersonal and small group skills, face-to-face promotive interaction and group processing.

Collaboration has become a twenty-first-century trend. The need in society to think and work together on issues of critical concern has increased shifting the emphasis from individual efforts to group work, from independence to community. In collaborative classrooms the lecturing/ listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material. Teachers who use CL approaches tend to think of themselves less as expert transmitters of knowledge to students.

There are many approaches to collaborative learning. A set of assumptions about the learning process underlies them all:

1. Learning is an active process whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge.

2. Learning requires a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it.

3. Learners benefit when exposed to diverse viewpoints from people with varied backgrounds.

4. Learning flourishes in a social environment where conversation between learners takes place. During this intellectual gymnastics, the learner creates a framework and meaning to the discourse.

5. In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged.

To develop collaborative approaches, bear in mind the following:

- do not simply put students in groups with vague directions to discuss a topic. Instead, focus the discussions with a question or topical conflict.

- organize groups with a purpose. Have a learning objective in mind: Would it make more sense to assign groups randomly, to allow peers to organize themselves into groups, to place students together with those whose performance has been similar? There are rationales for each of the preceding; just be sure your strategy is not arbitrary.

- always require a product of groups' work, even if it is as informal as a brief summary of their discussion. Accountability will motivate students put in their full effort and the product will serve as a means of assessing their understanding.

- consider ways for assigning roles, but resist appointing a "leader," upon whom more responsibility will fall than his or her peers. Instead, think about roles that share work (e.g., facilitator, recording secretary, spokesperson).

- for long-term collaborative projects, require regular interim reports.

- be attentive to student schedules. If requiring regular collaboration that demands face-to-face meetings, allow those meetings to take place during class.

- as with any method, be wary of overuse. If each class meeting relies on group work learning may be no more lasting than if each class relied exclusively on uninterrupted lectures.

- always prepare and distribute a grading rubric for collaborative projects that will be graded.

Benefits from small-group learning in a collaborative environment include:

Celebration of diversity. Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small

groups also allow students to add their perspectives to an issue based on their cultural differences. This exchange inevitably helps students to better understand other cultures and points of view.

Acknowledgment of individual differences. When questions are raised, different students will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.

Interpersonal development. Students learn to relate to their peers and other learners as they work together in group enterprises. This can be especially helpful for students who have difficulty with social skills. They can benefit from structured interactions with others.

Actively involving students in learning. Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team.

More opportunities for personal feedback. Because there are more exchanges among students in small groups, your students receive more personal feedback about their ideas and responses. This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens.

There are examples of collaborative learning or group work activities:

Stump your partner. 1) Students take a minute to create a challenging question based on the lecture content up to that point. 2) Students pose the question to the person sitting next to them. 3) To take this activity a step further, ask students to write down their questions and hand them in. These questions can be used to create tests or exams. They can also be reviewed to gauge student understanding.

Think-pair-share/ Write-pair-share. 1) The instructor poses a question that demands analysis, evaluation, or synthesis. 2) Students take a few minutes to think through an appropriate response. 3) Students turn to a partner (or small groups) and share their responses. Take this a step further by asking students to find someone who arrived at an answer different from their own and convince their partner to change their mind. 4) Student responses are shared within larger teams or with the entire class during a follow-up discussion.

Catch-up. 1) Stop at a transition point in your lecture. 2) Have students turn to a partner or work in small groups to compare notes and ask clarifying questions. 3) After a few minutes, open the floor to a few questions.

Fishbowl debate. 1) Ask students to sit in groups of three. 2) Assign roles. For example, the person on left takes one position on a topic for debate, the person on right takes the opposite position, and the person in the middle takes notes and decides which side is the most convincing and provides an argument for his or her choice. 3) Debrief by calling on a few groups to summarize their discussions.

Case study. 1) Create four to five case studies of similar difficulty. 2) Have students work in groups of four or five to work through and analyze their case study. 3) Provide 10-15 minutes (or adequate time to work through the cases).

4) Walk around and address any questions. 5) Call on groups randomly and ask that students share their analysis. Continue until each case study has been addressed.

Team-based learning. 1) Start a course unit by giving students some tasks to complete, such as reading or lab assignments. Consider assigning these to be completed before class. 2) Check students' comprehension of the material with a quick multiple-choice quiz. Have students submit their answers. 3) Assign students to groups and have them review their answers with group members to reach consensus. Have each group submit one answered quiz. 4) Record both the individual student assessment scores and the final group assessment score (both of which are used toward each student's course grade). 5) Deliver a lecture that specially targets any misconceptions or gaps in knowledge the assessments reveal. 6) Give groups a challenging assignment, such as solving a problem or applying a theory to a real world situation.

There are different strategies used in Collaborative Problem Solving. There is a variety of steps to solve a problem in a variety of situations, such as dealing with difficult children, mediation between two or more parties, and in contract negotiations.

Collaborative Problem Solving (CPS) is a process of civil argumentation wherein two or more parties negotiate agreeably to have conflicting needs met. This can work well for two people each hoping to convince the other to agree to something, whether student(s) and teacher or any other situation in which two people with different positions or interests can come together to have both needs met.

Identifying problems. The first step is to identify the problem that needs to be addressed. In conversations to begin identifying the problem, people will often speak in terms of solutions. They talk about their ideas and propose compromises as solutions. This can function well as a brainstorming session where all ideas are listed without rejecting any. Thus, it is beneficial to compose a comprehensive list of everyone's suggestions without judgment or analysis. The goal in brainstorming is to be focused on quantity, not quality. By emphasizing solutions, the problems will emerge as common patterns or trends in the brainstorm list. The next step would be to analyze each of the possible solutions to find some common ground that suits each other's interests and needs.

Identifying needs. One element of CPS that is fairly universal among the different approaches is the importance of identifying each party's needs. This critical step is often left out, and the parties can effectively end a dispute once they have identified and articulated their needs to the others. When people articulate and compare their needs, they often find more overlap than they realized.

In listing out ones needs in preparation for a CPS session, it becomes important to think critically about which of those needs are flexible and which are not. Be realistic and compassionate towards yourself and others when thinking about these needs and their priority. If the need is unrealistic and is unlikely to be

met, it might be a good idea to be flexible, so that when the needs list is brought to the CPS brainstorming session, there may be some wiggle room.

The teacher is responsible for students to learn to work effectively among them, transforming the classroom into a teaching learning community. In this sense, the teacher has a variety of strategies that can be implemented at different levels, depending on different types of task. The most important here is to understand that it is not only about random pedagogical training resources for collaboration and less than mere group animation techniques; it is a proposal for a new educational model that leverages academically, effectively, the natural sociability of the institutional context of teaching, basically collective. This educational model includes working in groups, but not only that. Collaborative educational scheme goes beyond the mere collectivism (complete all in group); it includes and maintains individual levels and connects the own learning with others.

Goals of teaching critical thinking are the following respectively, that students will improve their English communication skills in the four areas of speaking, listening, reading and writing and that students will increase their knowledge and understanding of other cultures. Students will increase their use of higher-level thinking skills in English, including analysis, synthesis, evaluation, and appreciation. They will be able to evaluate their own and others' language, experience, and ideas (e.g. self-evaluation, peer-evaluations, etc.). Students will be able to produce original language to express their ideas and feelings and develop study skills for autonomous, lifelong language learning.

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2.10 ESP TEACHING AND LEARNING IN TERTIARY EDUCATION: FROM THEORY TO PRACTICE

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The rapidly changing world, globalization and European integration processes have triggered the dramatic changes in teaching and learning English as a Foreign Language (EFL) at tertiary level. Internationalization of higher education and digitalization of the teaching/learning process are two main tasks put by the Ministry of Education and Science of Ukraine in order to provide compatibility of the national higher education. That is why qualitative teaching/learning English for Specific Purposes (ESP) is in great demand. In addition to understanding that here specific purposes are those of learners, there is a strong need in understanding the nature of ESP and specificities of various ESP university courses as well as the background where they are rooted.

Overview of the new millennium changes in higher education

Joining the Bologna process and European Higher Education Area (EHEA) by Ukraine in 2005 has led to the higher education transformation. This transformation is based on the main principles of the Bologna Declaration: adoption of “*easily readable and comparable degrees* and a system of higher education essentially based on *two main cycles*, undergraduate and graduate” (in Ukrainian: *Бакалаврат* – Bakalavrat and *Magistratura* – *Магістратура*), establishment of *a system of credits – ECTS*, wherein a *credit* is a workload of students, including their self-study and assessment procedures, measured in academic hours; promotion of *academic mobility* both for teachers and students; *European co-operation in quality assurance*; introducing *European dimensions in higher education*, particularly with regards to curricular development based on ECTS and National Qualification Framework (NQF)” (The Bologna Declaration: 1999). The Prague Communiqué of 19 May 2001 emphasized three new points:

lifelong learning as “an essential element of EHEA” and its strategies; involving students “as competent, active and constructive partners in the establishment and shaping of a European Higher Education Area; promoting the attractiveness of the EHEA” (Prague Communiqué: 2001).

European Reference Framework of Key Competences for Lifelong Learning given in Recommendation of the European Parliament and the Council lists 8 key competences:

- “1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship; and
- 8) Cultural awareness and expression”.

Competences are defined in the document as “a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. Communication in foreign languages broadly shares the main skill dimensions of communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs.” (2006). Special attention is also drawn to intercultural understanding and mediation as a language skill. The document identifies the requirements to foreign language competence such as “knowledge of vocabulary and functional grammar and an awareness of the main types of verbal interaction and registers of language. Knowledge of societal conventions, and the cultural aspect and variability of languages is important.” (Recommendation of the European Parliament and the Council: 2006). In May 2018 Council of Europe updated the Recommendation and shared the upgraded list of 8 key lifelong competences been transformed in the following:

- “ - Literacy competence,
- Multilingual competence,
- Mathematical competence and competence in science, technology and engineering,
- Digital competence,
- Personal, social and learning to learn competence,
- Citizenship competence,
- Entrepreneurship competence,
- Cultural awareness and expression competence.” (Council Recommendation on Key Competences for Lifelong Learning: 2018) that reflects

the changes in the requirements to lifelong learning and priorities of the competences to be developed. Literacy competence defined in the document as “the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way”, and multilingual competence as “ the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one’s wants or needs.” (Council Recommendation on Key Competences for Lifelong Learning: 2018). It is obvious that literacy and multilingual competences – communication in foreign language, learning to learn, digital and technology-based competence, interpersonal skills and cultural awareness should be developed at ESP University courses as well as the competences mentioned in the recommendations and described by the descriptors given in Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR: 2001) upgraded in 2018.

Common European Framework of Reference (2001) defines communicative language competences as “those which empower a person to act using specifically linguistic means” (CEFR 2001: 9) and provides with international definitions of the main terms of an action-oriented approach to teaching and learning languages which “views users and learners of a language primarily as ‘social agents’, i.e., members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action” (ibid.). The approach “takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent” (CEFR 2001: 9). CEFR gives the descriptors of language behaviour for all the levels: from A1 (Beginners) up to C2 (Proficient User) that easify the processes of teaching and assessment, making them reliable and transparent.

As soon as Ukraine expressed its desire to join the Bologna Process in 2000, the obligatory course of EFL should be based on the basic principles of EHEA and the modern trends in European education and focused on the students’ needs as social agents and their future professional contexts. i.e. “the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are imbedded” (CEFR, 2001: 9). Thus, in 2001 the Ministry of Science and Education of Ukraine introduced the English for Specific Purposes (ESP) as an obligatory course instead of General English traditionally taught in higher educational institutions (HEI) in Ukraine.

Since then, the ESP courses are obligatory both for undergraduate and postgraduate university students. However, ESP is interpreted and understood in many different ways: from the academic movement to the approach to

teaching/learning English. There are various concepts of what ESP is. That is why it is appropriate to start with finding out what stands for ESP in Ukrainian non-linguistic universities, first. While analyzing understanding the nature of ESP, content of a typical ESP University course we will apply to our own experience of designing ESP National Curriculum for Ukrainian Universities (2005) and the research of the ESP Syllabuses used in different countries of the world and Ukraine as well as 20-year experience of teaching ESP at Dnipro University of Technology (former National Mining University), dissemination of innovations and ESP teacher training.

The main stepping stones to successful teaching and learning ESP for the effectiveness of ESP University courses are needs analysis, key components and content of a typical ESP course, ongoing negotiating with students, assessment and evaluation of an ESP course design, role of an ESP teacher, and the approaches used will help to provide quality assurance of the teaching/learning process.

Understanding ESP

Modern theories and concepts of teaching ESP are based on understanding learning process as an acquisition of foreign language in terms of both knowledge and integrated skills required for interaction in real life situation that proceeds unconsciously simultaneously with a conscious process of learning. Moreover, it is no more a teacher but a student in the centre of teaching-learning process.

Transition to learner-centred approach in education and foreign language teaching, in particular, instead of traditional teacher-centredness is rooted in the theories of cognitive constructivism (Jean Piaget: 1973) and social constructivism (Lev Vygotsky: 1978), which are focused on social interaction as a fundamental role in the process of cognitive development. This approach is based on the previous experience of learning as a basis for constructing new knowledge and skills of a learner, the traditional paradigm is shifted from teaching to learning. Within this model students construct rather than receive from a teacher or assimilate knowledge.

Tom Hutchinson and Alan Waters point out that “learning is an internal process, which is crucially dependent on the knowledge the learners already have and their ability and motivation to use it” (Hutchinson & Waters, 1987: 72). They explain why they have chosen learning-centred approach to teaching/learning ESP instead of well-understood and commonly applied learner-centred approach based on needs analysis. The focus here is on learning English as a process that comes from the specific nature of ESP.

English for Specific Purposes (ESP) appeared in 1970s as a response to globalization and integration in different areas of human life. Ann M Johns and Donna Price Machado identify ESP as a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students – and also sensitive to the sociocultural contexts in which these students will be using English (Johns & Machado, 2001: 43). They propose the following categories of ESP: English for Academic

Purposes (EAP) covering the following academic courses dependent on students' specialism: English for Science and Technology (EST), English for Business and Economics (EBE), English for Law (ELP), and English for Occupational Purposes (EOP): English for Professional Purposes (EPP) and Vocational ESL (VESL). Keith Harding points out that in ESP "the purpose for learning language is paramount and relates directly to what the learner needs to do in their vocation or job" (Harding, 2007: 6). She also spawns EAP, EBP and EOP as ESP courses.

Tom Hutchinson and Alan Waters who researched different theories to ESP movement and its trends identify ESP as a learning-centred approach not a product, i.e., 'learning by doing' (Hutchinson & Waters, 1987: 16). They propose their own classification arranged in the tree of English Language Teaching (ELT), where there are two main branches: General English (GE) and ESP which is subdivided in English for Science and Technology (EST), English for Business and Economics (EBE). EST is split into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) that is true for EBE too. Treating ESP as an approach to course design based on learners' needs analysis, they raise a question what differs ESP from GE, often called "TENOR – Teaching English for no obvious reasons" proposed by Abbot (1981). Usually when learning GE, students are not aware of their needs. Learners' awareness of their own needs makes any English courses ESP, i.e. specific for their learning purposes.

Tony Dudley-Evans and Maggie Jo St John consider that "all ESP teaching should reflect the methodology of the disciplines and professions it serves; and in more specific teaching the nature of the interaction between the teachers and learner may be very different from that in a general English class" (Dudley-Evans & St John, 1998: 4). This is the so-called multi-disciplinary or trans-disciplinary approach, which is based on needs analysis, where specified needs "relate to activities that students need to carry out (rather than language) that generate and depend on registers, genres and associated language that students need to be able to manipulate in order to carry out the activity" (Dudley-Evans & St John, 1998: 4). In other words, ESP courses being designed to meet the specific needs of a learner are centred on the language knowledge: grammar, lexis and registers, language skills and other specific skills, discourse and genres appropriate to the activities typical for the specialism area of students. Their classification of ESP is close to that given by Hutchinson & Waters (1987), where ESP is subdivided into EOP, in its turn, subdivided into Pre-experience, Simultaneous/In-service and Post-experience and EPP/EAP: For study in a specific discipline (Pre-study, In-study, Post-study and As a school subject (Independent and Integrated). According to the professional area, EOP can be subdivided into English for Professional Purposes and English for Vocational Purposes (Pre-Vocational English and Vocational English).

Jordans shares Johns' classification of EFL (1991) where it is subdivided in GE, ESP and English for Social Purposes, so-called "survival English", wherein ESP is subdivided in EOP and EAP encompassing English for General Academic

Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP includes study skills used in typical study situations or activities while studying at a HEI (eg. listening to the lectures, note-taking, reference skills, participating in seminars and discussions etc.).

Olwyn Alexander, Sue Argents and Jenifer Spencer (2009) agree with this classification of EAP and consider that the first-year university undergraduate students are involved in learning EGAP and developing their study skills rather than EAP or ESAP. They share “the main methods of teaching and learning at university summarized by Laurillard: *acquisition* – lectures and reading; *practice* – exercises and problems; *discussion* -tutorials and seminar; *discovery* -fieldtrips and practicals. In addition, students need to develop attitudes, approaches and strategies that make the best use of the teaching and learning they will encounter” (Alexander et al. 2009:7).

It is quite obvious that definition of ESP and its classification depend on the perspective looked at it from, but all of them encompass EOP and EAP as the main constituents that prove common understanding of an ESP course design based on needs analysis with study skills and/or learning to learn skills being essential, and awareness of them by learners – university students.

Needs Analysis and Negotiating on ESP Course

The theoretical issues and understanding of ESP nature as the described above, ongoing needs analysis and ‘negotiating’ with students on their needs are the starting point to design of an ESP university courses which reflect an ESP concept of an ESP course designer(s).

Needs analysis in ESP differs from that in General English where the focus is more on language knowledge: phonetics, grammar, lexis and other linguistic features. According to Hutchinson & Waters, needs analysis constitutes target needs identified by the target situation or situations where university graduates will use English in future, and learning needs (1987: 54). Target needs are used by them as an umbrella term for learner’s necessities, lacks and wants. Learning needs are more concerned with language learning: how to learn in order to be able to do what do you want to do with language (Hutchinson & Waters, 1987: 62–63).

To be successful in teaching and learning ESP, an ESP teacher should do ongoing analysis of students’ learning needs and focus on their teaching to meet them. It is the so-called “negotiating’ on course design. A scheme of ESP course design which demonstrates the main stages of analysing needs and ongoing negotiating with students (Kostrytska & Zuyenok, 2013: 158) is given in Figure 1.

When starting to design an ESP course a university teacher must use educational standards for the specialism area and the degree of education: Educational and Qualification Standard (EQS – in Ukrainian *ОКХ – Освітньо-кваліфікаційна характеристика*) and Educational and Professional Programme (EPP, in Ukrainian *ОПП – Освітньо-професійна програма*) which are considered a societal demand for the course. These standards will help to analyse

target situation and find out target needs. The language competence(s) described there correspond to the aim of the course for the specific specialism area.

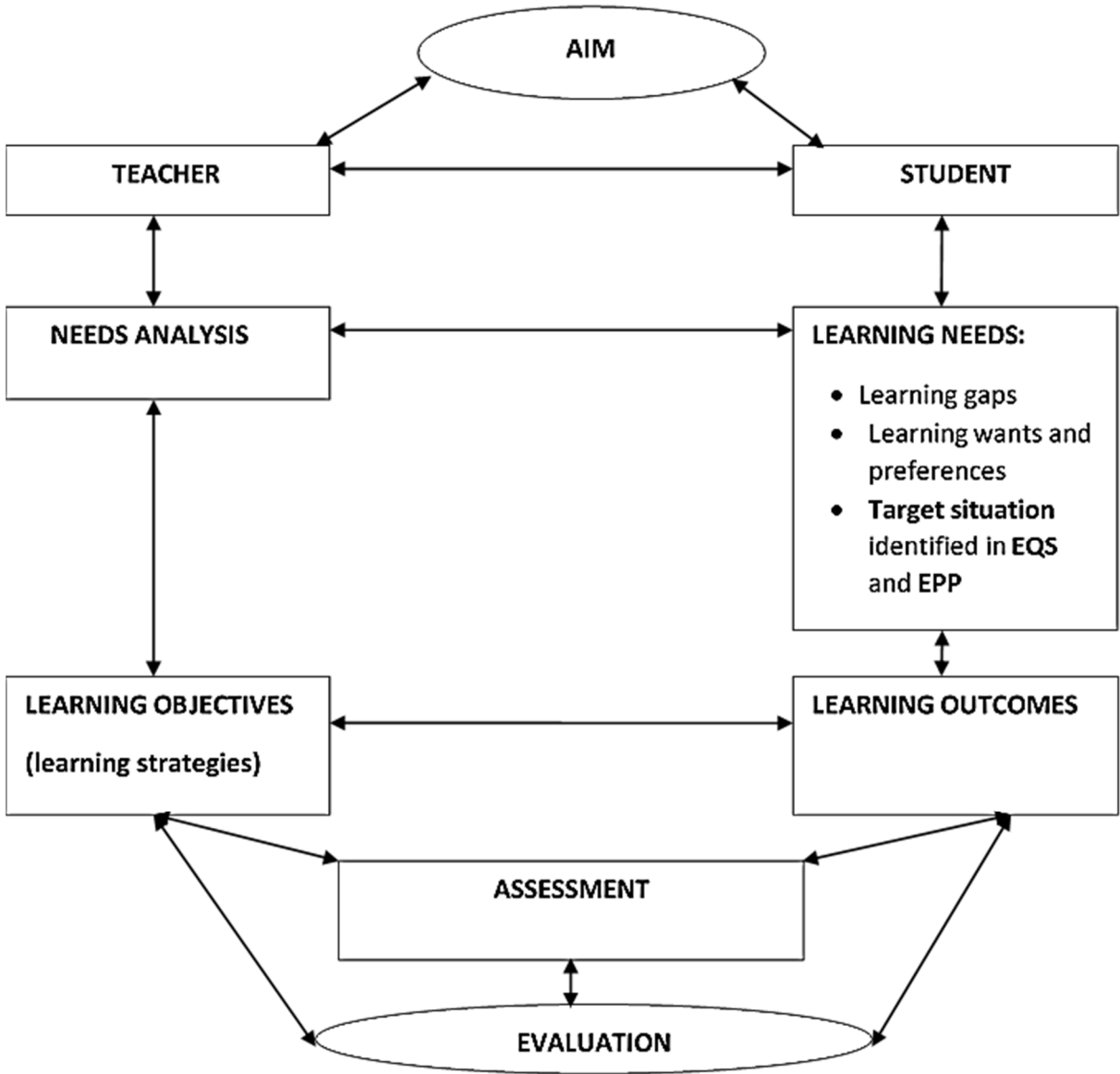


Figure 1 – Course design scheme

As soon as the aim is identified we can predict expected learning outcomes, bearing in mind that school leavers’ English proficiency level should be the minimum B1, according to the Concept of Developing English Language Proficiency at the Universities presented as a Project by the Ministry of Education and Science in Ukraine in 2019. Learning outcomes are formulated using descriptors given in CEFR or better taken from the ESP National Curriculum for Universities which derives from CEFR and where the descriptors for levels B1+, B2 and C1 given in Appendices are designed for ESP courses. The outcomes and their descriptors are used for designing assessment procedures and instruments as well as assessment criteria.

Having analysed the target situation – “a situation where students will use the language (English) they are learning” in future (Hutchinson & Waters 1987:

12) and predicted outcomes, there is a need to find out learning needs: learning gaps and lacks of students by using entry testing and/or formative assessment through the course, and discover learners' wants and preferences. It would be beneficial, if concurrently with identifying students' needs, a teacher identifies learner's types and their learning styles.

The learning needs allow ESP teachers to correlate the course to the particular group of students and put learning objectives and develop learning strategies how to reach the predicted outcomes, paying attention to learners' needs and their learning styles.

The outcomes reached by students through the course and by its end are measured with the help of ongoing assessment: formative and summative by the end of a module/course. The results of assessment are evaluated as well as students' performance during a lesson, module, term, and course, on the whole. If there are any lacks and gaps, the course should be tuned to filling them by selecting materials, applying appropriate for this purpose approaches etc.

Such process proves the effectiveness of ongoing "negotiating" with students at every stage of their learning through the course and demonstrates the role of evaluation for quality assurance.

ESP University Course Design and Its Content

Theoretical knowledge developed on the basis of the described above has found its implication in the concept of ESP National Curriculum which was based on needs analysis of Ukrainian university students gathered using various instruments: language proficiency testing (IELTS Academic), questionnaires, interviews, observations. The needs analysis demonstrated that university students' immediate needs are study and exam needs (EAP), and Pre-service EOP are seen by them as the delayed needs, though identified in EPP as target needs. This concept was reflected in the ESP National Curriculum in 2005, though it was transformed as soon as the courses designed with its help were implemented in the University classrooms, taking into consideration ongoing evaluation of introducing the innovations.

On the basis of the approaches to teaching/learning ESP described, bearing in mind needs analysis of the undergraduate university students, where study needs are immediate, exam needs and occupational needs are delayed in different periods of time, we could say that obligatory ESP course at Bachelor's level constituents are EGAP (English for General Academic Purposes) and EOP: EGOP/EGPP (General EOP/General EPP), where specific features of a specialism area are generalized) in terms of EAP and ESP classifications proposed by Olwyn Alexander, Sue Argent and Jenifer Spenser (2009) and Rod Bolitho and Richard West (2017:7). The share of EGAP in the course has been enlarged in accordance with the latest Recommendations on key lifelong competences (2018). Learning to learn skills, study and academic skills are developed within the main domains: Personal, Academic, using authentic and original texts of different genres on general for this or that specialism area topics by simulating situations close to real life of study at the foreign university, participating in the international conference,

exchange programme(s) or undergoing industrial training at joint venture or abroad.

That is why it is quite natural that teaching/learning ESP is no more topic-centred and/or functional-notional, but competence-based and skill-based oriented on a profession.

Content of ESP Course for University Undergraduates

An ESP University course for university students is formed on the basis of the modern theories of ESP and the experiential knowledge got both from learning, and teaching/training. It is compatible with the European standards and innovative by its nature. The innovative nature of the ESP National Curriculum for Ukrainian Universities (2005) stems in from the pioneering nature of CEFR (2001), from which it derives (Curriculum 2005: 32). For the first time in Ukraine, it is:

- needs-based,
- outcomes-focused,
- skills-oriented,
- modular in design,
- non-prescriptive.

Generic job-related skills identified by the authors as integrated language and academic skills as well as learning objectives and learning outcomes been introduced are innovative by their nature and formulated on the basis of CEFR descriptors.

We widely use the Curriculum as a framework for actions, though it is not treated as “a prescribed recipe book giving ready-made answers to course participants’ problems” (Pacek 1996: 339). From our perspective, it is a good resource for individual universities, departments, syllabus designers, material writers, evaluators when designing Programmes (in Ukrainian *Робоча програма* – *Робоча програма*), Syllabuses, optional and elective courses, assessment tasks, developing a language portfolio for particular specialisms. We use it as an instrument which helps ESP Departmental teachers to deal with learners’ needs, learning objectives and outcomes of the course, content of the course and assessment both formative and summative.

The content of the obligatory ESP course(s) is based on generic job-related skills that will enable university graduates to function effectively in culturally diverse academic and professional environment and various generic job-related areas and situations. It encourages lifelong learning.

A modular approach recommended by the ESP Curriculum for Universities is used for the organisation of the ESP undergraduate and postgraduate courses. The course modules are focused on generic job-related skills, situations and areas common for all professionals, irrespective of their specialisms. They are self-contained and can be used each one as a separated course. As a case how it works, we propose to analyse a content for a typical ESP undergraduate course designed at Dnipro University of Technology.

Having started with five modules for undergraduates in 2006 (see Figure 2), we have shortened the course to four modules:

- Socializing in Academic Environments;
- Obtaining and Processing Information for Specific Purposes;
- Giving Presentations and Participating in Discussions;
- Communicating in Writing, Applying for a Job.

This was caused by shortening the time allotted for the obligatory ESP course from 270 academic hours in 2005 to 180 nowadays. That is why there are five modules in the model of ESP Course Modular Organization presented in the Curriculum: *Giving Presentations and Participating in Discussions and Meetings* were two separate self-contained modules as the time allotted permitted. Now they are organized in one module (see the above). This model can be used when designing ESP Programme(s) as it highlights all the innovations described.

Bearing in mind the nature of ESP, at the beginning of the course, the students' proficiency level on entry is identified, and students' needs are analysed. The aim(s) and the objectives as well as learning outcomes for each module are formulated in terms of competences, focusing on skills (see Figure 2).

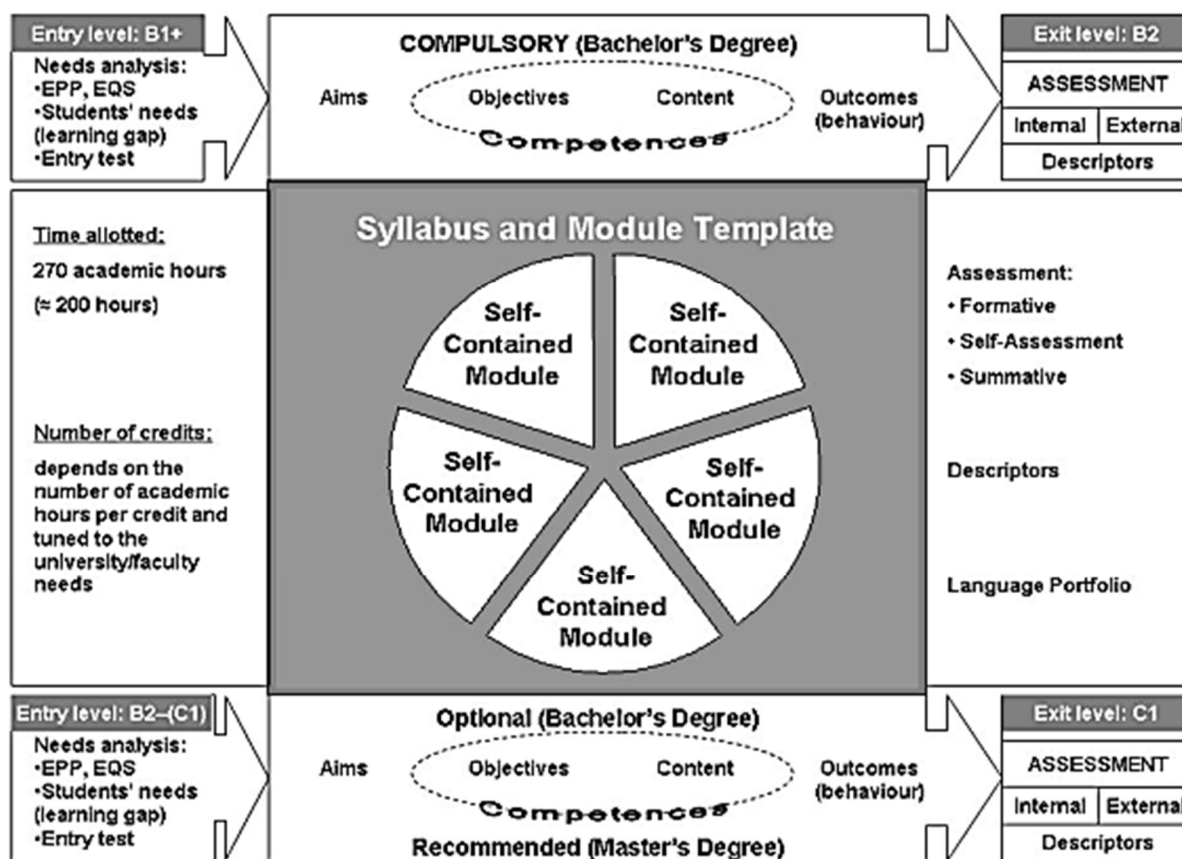


Figure 2. ESP Course Modular Organization
(ESP National Curriculum for Universities 2005: 46)

The content of the course is specified for each module separately and encompasses skills, situations, topics, language functions, notions, lexis and vocabulary, grammar etc. chosen on the basis of the needs analysis.

As EGAP is a component of a typical ESP University course study skills, ability to learn and learning to learn skills are also developed through the course. Such study skills as information location, including the Internet search, academic speaking and writing, organization and self-awareness, assessment skills including self-assessment, are recommended to be developed through the course by the ESP National Curriculum. However, following the demands of nowadays digital and technology-based competences have been added to the list of competencies and outcomes as well as interpersonal skills as a component of soft skills.

21st century skills demanded by the potential employers identified as problem-solving, critical thinking, creativity, co-operation and collaboration are also encompassed in the content of the ESP course as well as soft skills.

Developing all the mentioned skills in integrated way will make the learning process interesting, close to real life and appropriate to students needs that will lead to the outcomes relevant to the future specialism of students.

Grammar, lexis and functions the majority of EFL teachers being concerned with are recommended to be learnt in a context of the texts of various genres used in teaching/learning process. Moreover, text genres and text types used as materials in ESP teaching/learning are not limited to newspaper and journal articles only. The genres chosen and agreed with subject teachers are typical for the target situation. Thus, if focusing on EGAP, much attention is drawn on the use of course books and textbooks, study instructions, lectures, reports, figures, graphs, slides etc.

Topics and notions are organized in topic webs for separate specialism areas approved by the subject teachers and agreed with students (SVO NGU NMZ-07: 75). The minimum is chosen for each separate group of students after having identified their initial knowledge in the area of study, i.e. where they are in their profession, by brainstorming what they know about or aware of in their specialism area. The results of the brainstorming are organized in a whole-group mind map which can be expanded in the course of study and used for further reflection.

In 2016, a template for ESP course/syllabus/module design given in the ESP National Curriculum (2005: 68) has been transformed to demonstrate the integration of all the components of the content of the course. The sample of the template for Module *Socialising in Academic and Professional Environments* is given below (see table 1).

Though the whole module is given in one template which provides the details of its content, the key problem teachers face is how to find the balance between knowledge and a variety of skills being developed through the course, how to develop competences to be effective on the way to the course outcomes and what approach suits better for this purpose.

Table 1

<p>Module No. 1: Socialising in Academic and Professional Environments Entry Level: A2 – B1 Time allotted: 1.5 ECTS credits</p> <p>This is a compulsory module for first-year University students, which integrally develops the four language skills and working language knowledge with a special emphasis on listening and speaking.</p> <p>Aim of the Module: to develop communicative language competences necessary for adequate behaviour in common study-related and professional situations.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - to raise awareness of how to behave and react appropriately in most common academic and professional situations in everyday life, and know the rules of how people should interact in these situations. - to develop understanding of how core values, beliefs and behaviour in Ukrainian academic or professional environment differ from culture to culture (international, national, institutional); different corporate cultures within specific academic and professional contexts and how they relate to each other to be able to apply intercultural insights when interacting orally or in writing to immediate academic and professional situations. <p>Learning outcomes</p> <p>As the result of learning, by the end of the module learners will be expected to be able to:</p> <ul style="list-style-type: none"> • maintain a conversation on familiar study and specialism-related topics, expressing and exchanging opinions and factual information on study-related events. • demonstrate understanding of clear and simple notices, including details on warning, announcements and instructions in academic and job-related events; • make arrangements on the telephone in academic or professional environment, including getting connected, leaving and taking messages, provided the interlocutor's speech is clearly articulated in a generally familiar accent; • write e-mails for educational purposes conveying simple straightforward information of immediate relevance /close to academic environment and everyday life; • write forum posts and comments, expressing their own opinion and commenting on other opinions, agreeing/disagreeing on what can be found in social media and virtual learning environment following the Netiquette; • fill in correctly application and registration forms for accommodation and/for a conference with an appropriate degree of accuracy and adequacy. 	
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CONTENT

Week	Specialism-related skills	Time: 45 academic hours	
		In-class, 16 h	Self-study, 29h
	Getting to know each other and establishing relationships		
	Describing daily life and learning experience: on / off campus in oral and Writing		

	Writing e-mails, introducing yourself, filling in the forms with personal information		
	Making arrangements by phone		
	Reading and understanding instructions, announcements		
	Communication via the Internet and in VLE		
	Check the progress. Testing		
Text types	texts from textbooks, registration/application forms, forum posts, comments, newsletters, newsletter articles, e-mails, instructions, notices, advertisements, announcements, assessment requirements, telephone conversations, audio-video internet resources, blogs and other web-sources		
Functions	<p>Socialising: introducing oneself greeting / replying to a greeting agreeing / disagreeing asking for clarification asking for / expressing opinions sympathizing giving examples signaling asking for repetition inviting accepting / declining (a proposal, an idea etc.) taking leave</p> <p>Writing an e-mail:</p> <ul style="list-style-type: none"> • opening / closing • enclosing documents • explaining reasons • giving bad/good news referring to future contact		
	<p>Using the telephone: opening / ending a telephone call getting connected with a person verifying caller taking / leaving a message making / changing an appointment</p>		
Topics and Notions	Personal Identification Describing People and Objects Daily life and University Culture Higher Education in Ukraine and in English-speaking Countries Social Network. Netiquette		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language Structures</p>	<p>Implicitly – hidden context</p> <p>Personal Pronouns</p> <p>Present, Past and Future Simple of the verbs to be, to have, to do</p> <p>Present Simple. Present Simple vs Present Progressive</p> <p>Present Perfect. Present Perfect vs Past Simple</p> <p>Adjectives</p> <p>Numbers</p> <p>Imperatives</p> <p>Modals</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Self-study</p>	<p>Exchanging ideas and information</p> <ul style="list-style-type: none"> • Read an article from a student’s newsletter and get ready to exchange opinion and ideas. • Study the phrases to express opinion, clarify, emphasize, agree, disagree and give examples. • Watch videos on study or specialism-related topics. Answer the questions on the video watched. • Keep a vocabulary record. • Prepare a talk on cultural differences between Ukrainian students and students from other countries. • Describe your experience of learning English focusing on what you can do using English. Keep a Diary (optional) <p>Applying for a Conference</p> <ul style="list-style-type: none"> • Find the information about a conference related to the specialism and fill in the Application Form indicating personal data. <p>Socializing in virtual (learning) environment</p> <ul style="list-style-type: none"> • Write an e-mail introducing yourself in a social web and/or MOODLE Forum • Write a response to an e-mail introducing someone or a post in MOODLE Forum • Initiate a discussion in MOODLE Forum or a social web on your daily routine and problems you face as a university student <p>Telephoning</p> <ul style="list-style-type: none"> • Listen to the recorded telephone calls and practise typical phrases. • Prepare for a role play according to the situation given. • Practise phrases to make arrangements on the phone. Follow the link and do the tasks suggested: http://www.usingenglish.com/teachers/lesson-plans/view-making-arrangements-phone-calls-game

Self-study	<p>Cross-cultural awareness</p> <ul style="list-style-type: none"> • Find the information about how people in different cultures greet each other. Prepare an oral report on your findings. • Working in a team find the information about students' typical problems in different countries. Compare them with those typical for first-year students in your country and report the findings in any visual way. Prepare to comment on it in class. <p>Project-work: My Group- tree Profiling Country's Culture</p>
Assessment	<p>Entry testing using <i>Quick Placement Test</i> (2001) Oxford: Oxford University Press. – 26 p. or online at: https://learnenglish.britishcouncil.org/online-english-level-test?promo_id=olt01&promo_name=online-level-test&promo_creative=top_menu & promo_position=header</p> <p>Formative assessment (20 points) *</p> <p>*Summative: End-of-module test: Written test: pen and pencil test or writing a letter (30 points) a Role Play (30 points) Language Portfolio (Dossier) (20 points).</p> <p>Note: <i>*Number of points is given from the perspective that this module represents a separate short-term course.</i> <i>You may divide the number of points on the number of modules in a term/course to get results of formative assessment.</i> <i>Eg. A term encompasses two modules, each 50. So, in the first case, you will get 10 points (20:2) + 15 points (30:2) for the written test + 15 points (30:2) for a Role Play + 10 (20:2) LG Dossier = 50 points for a module.</i> <i>You also may use 100 points for each of the module, but then find out the average. Eg. 72 (Satisfactory for one module) + 86 (Good for another) =158:2 = 79 (points) (Good).</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Recommended materials</p>	<p>E-Resources Online courses, choosing from the options: Khazova, O. <i>ESP: Module 1</i> Available at: https://do.nmu.org.ua/enrol/index.php?id=3917 Zuyenok I. <i>English for Specific Purposes (1)</i> Available at: https://do.nmu.org.ua/course/view.php?id=600</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Recommended Materials</p>	<ol style="list-style-type: none"> 1. Англійська мова для навчання і роботи: підручник у 4 т. Т. 1. Спілкування в соціальному, академічному та професійному середовищі = English for Study and Work: Coursebook in 4 books. Book 1 Socialising in Academic and Professional Environment / С.І. Кострицька, І.І. Зуєнок, О.Д. Швець, Н.В. Поперечна; М-во освіти і науки України, Нац. гірн. ун-т. – Д.: НГУ, 2015. – 162 с. (Рекомендовано до видання вченою радою ВНЗ «Національний гірничий університет» як підручник з англійської мови для бакалаврів галузі знань 0503 Розробка корисних копалин (протокол № 9 від 25 червня 2015 року)) 2. Байбакова І, Гасько О., Федоришина М. Спілкуємося англійською мовою (середній рівень) Видання п'яте (відредаговане і доповнене) / Підручник. – Львів: Видавництво «Бескид Біт», 2012. – 276 с. 3. Ягельська Н.В. Європейський мовний портфель для економістів (Проект). – К.: Ленвіт, 2004. – 56 с. 4. Ek, J.A. van and J.L.M. Trim (2001) <i>Vantage</i>. Cambridge: Cambridge University Press. – 187 p. 5. Ellis, M. and Nina O'Driscoll (1992) <i>Socialising</i>. Longmann. – 129 p. 6. Evans, V. (1998) <i>Successful Writing</i>. Blackpill: Express Publishing. – 116 p. 7. Evans, V. & Scott, S. (2002) <i>Listening and Speaking Skills (For the revised Cambridge Proficiency Test)</i>. Blackpill: Express Publishing. – 120 p. 8. Kay, S. & Jones, V. (2001) <i>Inside Out</i>. Oxford: MacMillan Publishers Limited. – 160 p. 9. Murphy R., <i>English Grammar in Use</i>. Cambridge University Press. 10. Sapkota, S. <i>IELTS Handbook. IEALTS ALL in One</i>. E-book. Available at: https://ieltspracticeonline.com/ebook-a-complete-ielts-handbook-for-8-target/ 11. <i>Study Skills for Students</i> [online] at Education Corner website. Available at: https://www.educationcorner.com/study-skills.htm

Approaches to teaching/learning ESP

There are no prescribed approaches to teaching/learning ESP as much depends on needs analysis, expected outcomes and specialism areas of the course students. However, in addition to communicative approach, a multi-disciplinary approach and learning-centred approach have found their implications for this purpose not only in Ukraine.

Proposed by Tony Dudley Evans and Maggie Jo St John multi-disciplinary approach has proved its efficiency in teaching/learning English (1998). Multi-disciplinary approach is usually used to problem solving that involves drawing appropriately from multiple disciplines to redefine problems outside of normal boundaries and reach solutions based on a new understanding of complex situations. It is also known as task-based approach (TBL) used while teaching various specialist subjects and aimed at developing skills, namely.

Tasks engage cognitive processes, which are sorting, classifying, ordering, reasoning etc. and have clearly defined communicative outcome. While performing tasks students interact with each other, using the language and in this way develop all the mentioned above competences and higher order thinking skills. Cooperation and collaboration at English classes while doing tasks contribute to developing students' soft skills as well as tolerance and flexibility that will help them to function adequately in the professional environment. While performing reading tasks and applying SQ3R technique (Survey, Question, Read, Recall/Recite, Review) proposed by Francis R. Robinson (1946), they develop their critical and analysing skills (Slaght, J. & A. Pallan: 2012).

A good way out is to use modern approaches to teaching/learning ESP, where use of a dogme approach introduced by Scott Thornburry(2000) as a communicative approach that encourages teaching without published textbooks and focuses instead on conversational communication or a dialogue between learners and teacher (CORE CURRICULUM 2020: 95) could be seen a sophisticated and fast way to learning outcomes The key to success in ESP teaching is always to start from where your students are (Bolitho & Wright: 1995).

The use of blended learning, flipped classroom, and online and distance learning on various educational platforms and/or with applications has become a strong need during the pandemic of COVID-19 and crucially transformed teaching and learning ESP. There is no way back to the traditional F2F teaching and learning. In the era of digital revolution, blended and hybrid learning will become a norm.

Conclusions

The new millennium changes are reflected in ESP teaching and learning significance of which has raised as a response to internationalization of higher education.

Understanding of the nature of ESP and an ESP course organization with ongoing negotiation on needs analysis and evaluation contribute to quality assurance of ESP teaching and learning.

There is a variety of approaches to teaching and learning ESP, however, nowadays special attention should be drawn to transforming teaching methods by using technology.

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2.11 EFFECTIVE PRESENTATION IN TEACHING FOREIGN LANGUAGES

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Presentation skills are among the most vital skills of the 21st century. The presentations which are used in Ukrainian environment frequently do not follow the international standards but they are the only guide the PhD students have. Nowadays Ukraine is entering the global society, therefore, our scientists more and more frequently come in contact with representatives of different nationalities possessing their own values, cultures and models of a “good presentation”. To be successful in international context you should be aware of the possible challenges you could face presenting in front of the people who belong to different nationalities.

The professional development is one of the main problems for nowadays. A lot of scientists have been researching this problem for long period of time. These are such scientists as V. Bykova, D. Kagan, A. Khutorskiy, V. Kukharenko, B. Shunevich, V. Tikhomerov, M. Yevtukha and others.

As it is noted in pedagogical and psychological sources, presentation is a formal talk to one or more people that “presents” ideas or information in a clear, structured way. According to the experts’ opinion, 50% of all the presenters’ mistakes are made at the preparatory stage. It is said that if you fail to prepare, be prepared to fail. Therefore, preparation and practice is the background of any effective presentation. First you have to study your audiences’ expectations of a good presentation and put the content in the style which matches these expectations and reaches your objectives.

In the preparation for the presentation, it is necessary to decide what type of presentation we are going to give. There are several types of presentations. These are:

- Press conference. It is a meeting in which newsmakers invite journalists to hear them speak and, most often, ask questions.
- Briefing. It is defined as a meeting in which people are given information or instruction
- Demonstration. This type of presentation is used as a method of where teaching by example rather than simple explanation
- Product launch. Using this type of presentation it should remember that it is a meeting in which it is announced a new product
- Lecture. As it is noted in many sources it is an oral presentation which is intended to present information or teach people about a particular subject, for example by a university or college teacher.
- Talk. It is performed as a speech or lecture on a particular subject
- Seminar. It is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization
- Workshop. In many books it is defined as discussion and practical work on a particular subject, in which a group of people share their knowledge and experience

Preparing the presentation it is important to remember about the main rules of a successful presentation. First it should be found out about the audience: how many people there will be, who they are, why they will be there. After that, it is necessary to find out about the venue and the facilities: the room, the sitting plan, the equipment. The other very important rule is to plan the content and structure and write notes on sheets of paper. A lot of Methodists advise to try to memorize the first five sentences of your talk. Preparing visual aids such as pictures, diagrams will help to be a successful presenter. When the presentation is ready, it is good advice to rehearse your presentation with friends or colleagues.

The structuring of a presentation is one of the main point in preparing it and to make it interesting and cognitive for students. As you see from the time of famous Greek speakers all presentations consist of three parts and follow the model which is demonstrated on figure 1. At each part of the presentation special presentation language is used which you will see in your handouts for consideration and using.

STRUCTURING A PRESENTATION

Most formal – and many formal – presentation have three main parts and follow this simple formula:

1. Tell the audience what you are going to say = Introduction
2. Say it = Main part
3. Tell them what you said = Conclusion

The most common way to structure a presentation is to have three main parts, and then subdivide them into (three) small sections

Figure 1 – Structuring A Presentation

It should be noted to students that just after that the presenter has to concentrate on the structure of his/her talk and start with an introduction. Every good introduction contains some integral parts. It is presented on figure 2.

<p style="text-align: center;">INTRODUCTION</p> <ol style="list-style-type: none">1. Welcome the audience2. Saying who you are3. Saying what the topic is4. Saying why the topic is relevant for the audience5. Informing about the structure of your presentation6. Informing about the timing of your presentation7. Informing about the questions policy

Figure2 Structure of Introduction

When the teacher welcomes the audience, he or she establishes contact and makes the first evaluation. Saying who he is the teacher intensifies the contact and sets roles. To mention the topic is needed for people to perceive the information. When it is highlighted the relevance of the topic it gets the audience interested and grip the attention. When the teacher informs about the structure he or she makes it easier for the audience to follow him or her. Mentioning the time of the talk the audience is guided and prepared for a certain time of listening. And when the teacher inform about the question policy he or she again guides the audience and makes it comfortable as for asking questions and using handouts.

In some methodological and pedagogical books, it is noted about the WISE principle which is recommended to be used in any introduction. It is presented in figure 3. The formula helps to consolidate the parts of a good introduction.

<p style="text-align: center;">W I S E PRINCIPLES</p> <p>Welcome – Introduce – Say what the topic is – Explain why the audience will be interested</p> <p>Remember to use words like <i>we</i>, <i>us</i> and <i>our</i> to highlight common interest</p>

Figure 3 WISE Principle

It is very important to get the audience attention at the introduction stage. There are some recommended techniques to get the audience attention, to make the introduction memorable and vivid. These are such techniques as ask a rhetorical question, start with an interesting fact, tell them a story or anecdote, give them a problem to think about.

The problem of getting the audience attention leads to the challenges presenters can face in an international environment. As it has been already

mentioned, people can have very different ideas about what makes a good presentation.

Here are nine key questions to answer before the presentation.

1 How will my presentation benefit the audience? Audiences need to understand the benefits of listening to the presentation. Make it very clear in your introduction why people should listen to you.

2 What is the role of the audience? Should people listen silently or be active participants? Some audiences listen in silence as a sign of respect to the presenter, and in order to concentrate. They expect questions will come at the end. However, many presenters like to ask audiences to interact during their presentation.

3 What is my role as presenter? Am I expected to be an expert with all the answers? It's useful to clarify your role explicitly, particularly if you are *not* in the position of expert.

4 How far should I focus my presentation on action (what has been done and what is to do) or analysis (what is known and what is to find out)? Attitudes to 'analysis' and 'action' can differ significantly across the cultures of both countries and organizations. You need to find out what the expectation is: action or analysis?

5 What is my audience's attitude to structure and organization? In some contexts a very clearly-signposted presentation is seen as evidence of good planning and professionalism. In other contexts, it could show a lack of imagination and an inability to think creatively. Despite of the Western belief that clarity and specificity are positive values, there are many parts of the world (for example Arabian countries, Asia) where communicating implicitly and indirectly is a norm and where getting "right to the point" is considered as impolite and aggressive.

6 How much time should I spend at the beginning on a personal introduction? This depends on whether the context is relationship-oriented or task-oriented. Task-oriented audiences want a focus on professional responsibility. Relationship-oriented audiences like to hear more private details to make closer contact.

7 How far does my audience expect information? How far is entertainment demanded? This is a question about style. In some cultures a presentation is a performance, with the presenter entertaining the audience with humor, fun and lots of charisma. In other contexts, in front of an audience which just wants hard data delivered without any show, this approach can fail.

8 How good is the English of my audience? If key members of the audience have a poor level of English, it is necessary to support them in a number of ways, for example with an interpreter, with translated handouts, with handouts written in simple English and / or by speaking more slowly, repeating important messages and allowing plenty of time for clarification and discussion.

9 Which decisions will my presentation support? Who is the decision maker? Presentations often support a decision-making process. In this situation it's vital to identify the key decision-maker(s) in the audience. It is also necessary to find out how quickly decisions will be made.

The next part of any presentation is the main part. It can consist of such subparts as: briefly state your topic again where it should not be forgotten that people's quick memory is 7+-2 sentences; signal the audience the moving to the next issue using signposting language. Signposting language helps to move from one part of the presentation to the other and explain the audience where they are at the moment.

The next important issue of any presentation is visuals and different way of preparing and describing them. It should be highlighted that multimedia resources available to presenters nowadays are increasing. In the past it was only blackboard and sometimes overhead projector. Now every presenter can master PowerPoint with audio and video slides, links with the Internet and connection with people in the other part of the world. Speaking about the process of preparing slides it is necessary to mention that the presenter should concentrate on the such issues as How many slides I have to prepare? What should be the content of the slides? What is the best slide organization and design? What is the best way to make comments when you demonstrate slides?

Experts say presenters should not overuse slides, do not prepare many of them. Slides distract the audience attention from the teacher as the presenter and his or her speech. People in some cultures may think the teacher to be a PowerPoint slave that is a person who is incompetent to deliver his/her message without using a lot of pictures and animation. Teachers should remember that visuals are prepared not for entertainment: they should be transparent and make a great impact on the audience. In some sources about preparing successful presentation it is mentioned about the rule of six where it is said that the maximum lines in the slide should be six and the maximum words in a line should be six. It should not be used italics because it is difficult to read when it is projected. As for colors it is noted that the high contrast colors make text easier to read and dark text on light background usually works best. If the teacher wants to put emphasis on a word or a phrase it should not be used capital letters. The best solution is to highlight the key text with color. When talking about visuals and ways of describing them during the presentation the teacher should follow one important rule: visuals should be clear and easy for the audience to follow. If it is described a complicated visual it is necessary to point out the important information.

The next important part of a presentation is conclusion. Some experts say that a memorable conclusion is even more important than a good introduction. As a psychologist Prof. Eisenberg noted people remember those message which are important for them and which are repeated often enough to allow transfer to our long-term memory. Therefore, a good conclusion needs a repetition, a summary of the content and a focus on the most relevant issue, the concluding statement. It should not be forgotten about the most important elements of the conclusion.

These are signaling the end of a presentation, summarizing the main points, recommending or suggesting something, inviting questions.

The next issue to be considered is the question phase of a presentation which many teachers who have to do public speaking believe to be the most challenging part of the presentation procedure. Practically, this part can not be prepared. Of course, it is possible to anticipate questions if you know your audience well but frequently reality brings surprises. Giving positive feedback it should not be overused the phrase “It’s a good question”, “It’s a wonderful question”. In some cultures students may think you to be insincere and not competent. Dealing with questions the teacher should remember about such things as: Listen carefully and make sure you have understood the question correctly, ask for clarification or reformulate the question if necessary, if you want to postpone the question say why politely, if you do not know the answer say so and offer to find out, answer the irrelevant questions politely but briefly, check that questioner is satisfied with the answer. Speaking about conclusion it should remember about peculiarities of the question-answer phase of presentations for students of different cultural background. What should the teacher remember working with the audiences that do not ask questions? The matter is in some cultures it is considered to be impolite to ask questions as it signals that the presenter was not complete and clear. Sometimes people may be worried about their level of English. In these situations it's a good idea to have question prompts or questions prepared. Here is an example:

Teacher Are there any questions before I move on?

Students (Silence)

Teacher Well, one question I'm often asked is about this process is. Such practice will encourage the audience to start asking questions themselves.

The next problem which the teacher can face is questions he or she can not answer.

Perhaps someone's question will raise an issue you don't want raised! It should stay positive at all times. Difficult or 'wrong' questions can be useful, even when they're challenging the teacher. It's an opportunity for the teacher to learn the different opinions and perspectives of students from other cultural backgrounds. The next problem is dealing with a great number of questions. Sometimes it may not have enough time to answer all the audience's questions, particularly in contexts where asking a lot of questions is normal. In this situation it's important that it is noted down any unanswered questions and promise to answer by email or over the phone. Dealing with audience sensitive to direct answers is one more issue which a teacher can face with. Be sensitive to the fact that in some cultures audiences will find it challenging to ask questions openly, and may be sensitive to direct answers

It is very important for perception of the presentation by students and encourage them to develop professionally is the delivery or non-verbal communication. Experts say the way you present of is sometimes even more important than the content. It is shown on the figure 4.

Albert Mehrabian is frequently quoted during discussions on non-verbal communication. His research in 1950s revealed the importance of body language and voice when presenting. He judged that the total impact of a message is about 7% verbal (words only), 38% vocal (including tone of voice, etc.) and 55% non-verbal. International presenters often underestimate this aspect.

As a rule presenters wear a business uniform – suit with tie or costume. A good hairdo can add the teacher self-confidence and help avoid extra stress. Personal space is wider for Westerners and closer for eastern countries.

NON-VERBAL COMMUNICATION

1. Appearance – body and clothing
2. Physical environment
 - personal space
3. Body language
 - body posture
 - facial expression
 - gestures
4. Paralinguistic
 - speed
 - volume
 - tone
 - pitch
 - fill
 - quality

Figure 4 Non-Verbal Communication

Focus the attention on speed of speaking, fast speakers in some cultures may look energetic and dynamic, but for other cultures they may look individualistic, aggressive and arrogant. Slow speakers may seem analytical for some cultures but for others – uncreative and boring. The best model is to speak faster when explaining and slower when making key points.

Speaking about the tone of voice it should be mentioned that in some cultures enthusiastic speakers energize audiences, but they irritate people of other countries who may see this speaking style as unprofessional and self-promoting. More serious voice may communicate professionalism and may send people of Western cultures to sleep. Your voice, the way you stress words, make pauses in sentences will make your presentation more interesting and easier for the audience to follow.

It should be mentioned about body language. Walking around is vital to animate presentation, to create a dynamic movement which audience have to track. But do not overdo it – too much movement irritates people. Never turn back to the audience when explaining your slides. The best policy of eye-contact is to scan the audience for 15 seconds, maintain contact with different people then move. With this technique the audience feels you are talking to all of them.

Facial expressions support what we say: confidence, openness, friendliness. Westerners notice that non-native speakers underuse the expression of smile and look dull or aggressive.

Be sensitive to the fact that gestures vary enormously from culture to culture, so study your audience and use only appropriate gestures.

Non-verbal communication is open to the same process of misinterpretation as verbal communication. We will misinterpret other people, and they will do the same to us. Only with a great deal of experience and practice are we able to analyze the behaviors of others accurately.

In conclusion it should be emphasized that teachers who do the presentation should be well prepared, know the rules of presentation structuring, the techniques of preparing and presenting visuals as well as be aware of non-verbal communication. But moreover, he or she should be culture sensitive, know each of his or her students' expectations of a good presentation' and deliver the content in such a style which matches these expectations and encourage students to develop their professional skills and self-development.

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2.12 RESEARCH ON FOREIGN LANGUAGE TEACHING AND LEARNING MODERNIZATION IN EUROPEAN EDUCATIONAL CONTEXT

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The interrelated processes of globalization and modernization form a completely new social context (social environment), which requires changes in our understanding of the functioning of society and ways of solving urgent problems.

Ukrainian and foreign researchers point out that those involved in language learning have to realise the new needs facing the sphere of language learning in connection with the changes taking place in the society [7]. This applies to all levels of formal and informal education: primary and secondary school education and higher education as well as models of lifelong language learning.

Rapid globalization processes and orientation of Ukraine towards European integration highlight the necessity of in-depth analysis of the state of foreign language learning and foreign language competence of the citizens of the European Union for tracking innovations and trends and in order to reveal and implement effective organizational measures, methods and forms of foreign language teaching and learning in Ukraine.

The State of Foreign Language Competence in the European Union

The languages spoken within the EU include 23 state official languages, more than 60 regional and minority languages, and a large number of "non-indigenous" languages spoken by migrants. The direct influence of the EU in the sphere of education and language policy is insignificant, this domain is the responsibility of every EU member state. However, official EU documents set out the foundations of the Community's language policy and emphasize that the EU seeks to preserve linguistic diversity and develop language proficiency of its citizens in order to preserve cultural identity, social integration and unity, and that multilingualism is an important tool for the citizens of the EU giving them significant advantages, for example, in education, employment, mobility, etc. [5].

The European Commission documents "Framework Strategy on Multilingualism" (2005) and "European Strategy on Multilingualism" (2008) identified 3 main areas of the EU policy in this area:

- emphasizing the significant role played by languages and multilingualism in the European economy and looking for the ways to enhance this role;
- encouraging all citizens to learn more languages and promoting their ability to speak foreign languages to improve mutual understanding and communication;
- providing all citizens with access to the EU legislation and information in their own language [2].

These objectives are in line with the European Commission's Action Plan for the Development of Language Learning and Linguistic Diversity, adopted in 2003, which focused on the measures to support initiatives at the local, regional and national levels directed at highlighting the benefits of lifelong foreign language learning and persuading the EU citizens to learn foreign languages and oriented at the improvement of the quality of language learning at all levels; building an environment conducive to language learning and facilitating the language learning process [16].

In fact the EU encourages all citizens to be multilingual defining the long-term goal of having every European speak at least two languages other than their mother tongue [6].

In order to draw attention to the significance of the problem, the annual celebration of the European Day of Languages on September 26 was launched in 2001. Surveys and research are constantly carried out to monitor the state of multilingualism of the EU citizens, the experience and attitude of Europeans to multilingualism and to learning and improvement of language skills, the perception of the most useful languages, and so on.

The EU's statistical agency (Eurostat) regularly publishes the data on students' language learning and the existing level of foreign language competence of adults. The overall aim of such activities is to draw public attention to the importance of language learning and the development of Europe's rich linguistic and cultural diversity and to encourage lifelong language learning in institutional and unofficial education.

The study conducted in 27 EU countries in 2012 showed (about 26,750 people of different social and age groups were interviewed):

- the most widespread mother tongue spoken in the EU is German (16%), followed by Italian and English (13%), French (12%), Spanish and Polish (8% of the population speak each of these two languages);
- the mother tongue for most Europeans is one of the official languages of their country of residence;
- more than half of Europeans (54%) are able to speak at least one language other than their mother tongue, a quarter (25%) can speak at least two other languages and one in three can speak at least three languages other than their mother tongue. In a number of countries more than 90% of respondents can speak another language in addition to their native language (in Luxembourg – 98%, Latvia – 95%, the Netherlands – 94%, Malta – 93%, Slovenia and Lithuania – 92%, Sweden – 91%);
- The most significant increase in the number of citizens able to speak at least one language other than their mother tongue compared to previous Eurobarometer surveys (an international project of regular opinion polls conducted under the auspices of the European Commission) was observed in Austria (+ 16% points to 78), Finland (+ 6% points to 75), Ireland (+ 6% points to 40);
- At the same time in a number of countries there has been a decrease in the number of citizens who can speak at least one language other than their native language: in Slovakia (– 17% points to 80%), Czech Republic (– 12% points to 49%), Bulgaria (– 11% points to 48%), Poland (– 7% points to 50%), Hungary (– 7% points to 35%). In Slovakia and the Czech Republic the decrease is referred to the number of people who can speak Russian or German;
- In some countries the number of those who say they can communicate in at least two foreign languages has increased slightly, in particular in Italy (+ 6% points to 22%) and Ireland (+ 5% points to 18%);
- At the same time in 9 EU countries there is a significant decrease in the number of those who say that they can communicate in at least two foreign languages: in Belgium (– 16% points to 50%), Hungary (– 14% points to 13%), Bulgaria (– 12% points to 19%), Poland (– 10% points to 22%), Portugal (– 10%

points to 13%), Malta (– 9% points to 59 %), Luxembourg (– 8% points to 84%), Denmark (– 8% points to 58%), Estonia (– 6% points to 52%);

- The countries where citizens are willing to speak a foreign language are Hungary (65%), Italy (62%), Great Britain and Portugal (61% in each country), Ireland (60%);

- 5 languages that are most common in communication are English (38%), French (12%), German (11%), Spanish (7%) and Russian (5%);

- English is the foreign language spoken by the largest number of the EU citizens (in the countries where this language is not an official language);

- The majority of Europeans who speak English, Spanish and Russian as foreign languages consider that they speak them at above the "basic" level;

- Over two-fifths (44%) of Europeans surveyed say they can understand at least one foreign language well enough to follow the news on radio or television. At the same time English is the most widely understood language, and 25% of Europeans are able to follow news on radio or television in that language. 7% of respondents understand French and German, 5% understand Spanish, 3% understand Russian, and 2% understand Italian;

- Fewer Europeans tend to admit that there is a foreign language which they understand well enough to be able to communicate in it "online" (using e-mail, Twitter, Facebook, etc.), two-fifths of respondents indicate that they can use at least one language this way. This language is mainly English (26% of Europeans indicate that they can communicate in it "online"), 5% of Europeans can speak French and German, followed by Spanish – 3%, Russian and Italian – 1%;

- There is a direct relationship between the order in which a language is indicated as the one in which the respondents are fluent and the frequency of use of that language. 24% of respondents use their "first" foreign language daily or almost daily, about the same number of respondents (23%) use it often, others (50%) use it from time to time. Approximately one in 10 respondents use a second foreign language daily or almost daily (8%), and 65% use it quite rarely. Only 6% of respondents who speak a third foreign language use it daily, about one in 8 (13%) use it frequently but not daily, and about 7 out of 10 (69%) use it occasionally [5].

Europeans say they regularly use foreign languages while watching movies or TV or listening to the radio (37%), using the Internet (36%) and communicating with friends (35%). 27% of respondents report the regular use of foreign languages for communication at work and 50% – during vacations abroad. The survey has found out that among those who claimed that English was a foreign language they knew best, 20% said they spoke it at a high level (B2, proficient), 35% – rated their own level as good (B2, good), and 45% – assessed their own level as decent (B2, fair) [5].

The most significant changes compared to 2005 reflect the increase in the number of Europeans who regularly use foreign languages on the Internet (+ 10%) and when watching movies and TV movies or listening to the radio (+ 8%). The

number of Europeans who do not use foreign languages regularly in all situations has fallen from 13% in 2005 to 9% in 2012. At the same time most Europeans admit that they do not belong to those who are actively learning foreign languages. About a quarter (23%) of Europeans has never studied a foreign language, and over two-fifths of respondents (44%) have not studied a language recently and do not intend to start learning it.

Europeans tend to consider the possibility of working in another country as a key advantage of language learning (three-fifths of respondents – 61%). Slightly more than half of Europeans (53%) attribute the need for foreign language competence to the necessity to use it at work including travelling abroad. Slightly fewer (46%) point to the advantage of being able to study abroad and being able to use the language while on holiday (47%).

Four out of five Europeans (79%) consider English to be one of the most important languages for their children's future. 98% of Europeans believe that learning a foreign language is important for the future of their children. Two thirds of Europeans (67%) consider English to be one of the two most important languages for themselves. “Important languages” in the opinion of respondents cover also French and German – 20%, Spanish – 16% and Chinese – 14% (+ 4%) [5].

According to the existing data, the most common way to master a foreign language is to learn a foreign language at school. Over two-thirds of Europeans (68%) acquire a foreign language competence this way. A much smaller number of Europeans have learned a foreign language, communicating it informally with native speakers (16%), with a teacher outside the school, in a group (15%), during frequent or long trips. Europeans tend to believe that learning a foreign language / languages at school is the most effective way to master them.

Most Europeans share the European Union's position that the EU citizens should be able to speak at least two foreign languages; more than seven out of ten (72%) agree that EU citizens should be able to communicate in more than one language other than their mother tongue. The vast majority of Europeans (81%) believe that languages within the EU should be treated equally. Even the fact that seven out of ten respondents (69%) believe that Europeans should be able to communicate in a common language does not mean that any language should take advantage over others [5].

Foreign Language Teaching and Learning in Formal Education Setting

A brief overview of the state of foreign language learning at different levels of education reveals that at the level of preschool education, which is not compulsory in most European countries, the curriculum does not provide for children to learn foreign languages. At the same time in some regions and individual pre-school institutions decisions on teaching children a foreign language are made at the local or institutional level, for example in the Czech Republic and Spain. In a number of countries pilot projects are being launched to test the effectiveness of learning a foreign language by young children (Austria, Italy, Slovenia, Spain) [9].

At the level of primary education there is a tendency to introduce a foreign language as a compulsory curriculum subject, for example in France, or on a voluntary basis. In general primary schools tend to involve primary school teachers in foreign language teaching in order to ensure that all subjects are taught by one teacher (Norway, Austria). However, in the countries where a choice of foreign languages is available in school curriculum, foreign language teachers or teachers with a specialization in several subjects are involved in teaching.

At the level of secondary education learning foreign languages is compulsory in all European countries for a certain period of time. As a rule children start learning a foreign language at the age of 9-10. However, in Bulgaria and some regions of Belgium children start learning a foreign language when they are 11 years old. Curricula include this discipline for study, usually before the age defined as compulsory for learning a foreign language. Other foreign languages for compulsory or optional study are introduced when children reach 12 or 14 years of age.

In higher education language teaching is implemented as a mandatory component of education only in the process of professional training of students of philology, in some dual specialization programs and within the disciplines offered to students for elective study.

In order to implement the concept of lifelong language learning within non-institutional education a flexible system of "certified" and "non-certified" language courses is proposed. However, the main task of providing foreign language teaching and learning is assigned to official institutions of secondary education.

The issue concerning the choice of a foreign language for learning in institutional education causes a lot of debate. In 2011 in 28 EU countries 83% of primary school students and 94% of upper secondary school students were learning English as a foreign language. In 2011 English was the most widely learned foreign language in primary and lower secondary schools. It was learned by more than 90% of students: in Malta and Austria – 100%, in Spain and Italy – 99%, in Greece – 97% , Croatia – 95%, in France – 93%, in Poland – 91%.

The second most widely learned language as a foreign language at both primary and secondary school levels was French (19% at the primary school level and 23% at the upper secondary school level), followed by German (9% and 21%) and Spanish (6% and 18%) [9]. As for the French language, there is no statistical information covering all the EU states.

According to the available data on this aspect, French was learned by more than half of students in primary and lower secondary schools in Luxembourg – 90%, in Romania – 51%. At the same time, more than a quarter of students learned German: 100% in Luxembourg, 32% in Croatia, 28% in Denmark, 27% in Hungary and Slovakia.

At the upper secondary school level English remains the most prevalent foreign language: more than 90% of students in the EU countries learn English, except for Bulgaria, Cyprus, Hungary, Malta and Portugal. The second most widespread foreign language learned at the stage of high school is German – in 10

EU countries, followed by French – in 9 countries, Spanish – in 4, Russian – in 3, and Swedish and Italian – each in one country [9].

Foreign Language Teaching and Learning Priorities Caused by Globalization

Globalization provides for a new setting in a variety of spheres. For example, it causes transformations in the spheres of economy and finance that lead to the necessity of changes in the sphere of education. The flow of financial capital, the volume and turnover of financial transactions are growing. Accordingly the flow of human resources in the form of migration is growing. The new challenges are emerging that concern the recognition of the value of linguistic diversity and multiculturalism.

In the process of transition from the industrial economy to the knowledge economy, the role of language at the economic level changes dramatically. If earlier working conditions did not provide for communication in the workplace, today the work process is based on the teamwork and learning through performing certain actions (learning by doing). Therefore, communication and discussion become a priority in the workplace [10]. Within the industrial society relations in the sphere of labour (economy) and self-identification of a person were determined mainly by tradition – social differentiation was determined by the class character, sex-based division of labour, status of the enterprise (public, private), etc. Modern modernization processes are aimed at democratization, which allows for transformations that "undermine" the structures of industrial society.

Within the framework of reflective modernity class culture and consciousness, gender and family roles are blurred. "Detraditionalisation" is accompanied by the desire and tendency of individualization. Thus, class conventions are replaced by an individual trajectory of social mobility that "breaks" class identity. The shift from traditional limitations and institutions of industrial society and strengthening of the priority of individualism lead to the growth of the importance of reflection.

Thus, the processes of globalization, reflected in migration and changes in the labour market, create new segments of population, new forms of communication (including technology) that allow people to cross political borders and show that language education cannot be limited to existing borders. Significant migration requires that much more languages be offered in education (learning the languages and cultures they represent) without restricting anyone's rights. It is stressed that attention should be paid to ensuring the equality of people, languages and cultures as the basic values of democracy. The European studies indicate that in this way the role of the state in the language issue is changing. It is no longer possible to protect the hegemony of the state language at the expense of other languages [4]. As relationships are formed in a new environment, new social movements are formed, in particular those that are based on multiculturalism.

The scholarly studies claim that language education in many respects does not keep up with the current processes as in this educational sphere changes are

implemented slowly and inconsistently. On the one hand, traditional methods and means of teaching and learning languages are ineffective any longer, on the other hand, the educational system fails to adequately and timely respond to the needs of various social institutions and provide for an appropriate learning process for language acquisition. At the same time social, economic, political and cultural changes put forward new requirements for the use of languages and language proficiency.

The situation increasingly demonstrates a direct relationship between linguistic diversity and the labour market in the knowledge-based economy. On the basis of analysis of labour market data, researchers point out that in the knowledge economy, different languages are constantly used and different of them dominate in a particular environment. Therefore, scholars believe that the focus in foreign language teaching and learning does not have to be on the language knowledge and correctness but it has to be on teaching students how to achieve mutual understanding. Besides they emphasize that the existing learning resources do not teach the use of languages in the real life context [11].

Clear identification of the issues that need to be addressed in order to improve foreign language teaching and learning and measures that will facilitate this process can help to raise the effectiveness of foreign language teaching and acquisition.

There have been heated debates about which foreign languages to teach and how to preserve and ensure linguistic diversity in recent years. In the organization of language learning the use of technology has been actively researched, the "early start" in language learning is realized, the implementation of the conception of lifelong language learning is carried out. As a separate problem those engaged in foreign language learning research point out the inability of many university students to speak any language other than their native (official, state) and their lack of understanding of the importance of being proficient in foreign languages. They refer it to the fact that universities do not pay due attention to highlighting the academic benefits of foreign language proficiency skills and do not integrate languages into the educational context of higher education.

The report to the European Commission Directorate General for Education and Culture "Detecting and Removing Obstacles to the Mobility of Foreign Language Teachers" (June 2006) states that there is a need to strengthen language learning and stresses that it needs modernization. The learning environment should become more flexible and more multifaceted. It has to provide the students with the opportunities allowing them to learn how to communicate and function in a variety of dimensions [3].

It is known that knowledge of a language does not mean the ability to use that language. Efforts to expand foreign language learning at the primary level have not provided for the expected results, as it turns out that teachers are not ready and do not realize what goals should be achieved and cannot implement adequate teaching methods and techniques.

The technology which becomes an integral part of the teaching process and provides for organizing both an interactive environment and individualized learning is not always used in accordance with the relevant pedagogical principles.

The issue of choosing a foreign language or languages for learning is important and extremely sensitive. On the one hand, the attitude to English as a "global" language and as a language necessary for any participant in the global market has been formed, on the other hand, the belief is strong that the European unity has to be based on respect for diversity, in particular for linguistic diversity.

Therefore, the aspects that have to be addressed cover foreign language teaching and learning goals, the choice of languages for learning, innovative methods of teaching allowing for teaching communication in a foreign language, teacher training models, the learning environment, ensuring consistency in language teaching at different educational levels, students' needs and their individual psychological learning styles, pedagogically justified use of technology in language teaching and learning, etc.

Measures Directed at the Improvement of Foreign Language Teaching and Learning

The documents of the Council of Europe, the European Union, and the research findings of specialists define the following guidelines for improving teaching and learning of foreign languages:

- creation of flexible curricula, according to which learning of foreign languages could be combined with the study of technical, economic or legal disciplines (in higher education the introduction of diplomas of higher education of dual specialization);

- emphasizing the practical benefits of foreign language competence (reviewing the goals, objectives, curriculum structure in accordance with the changing needs of the citizens and society);

- assuming that the process of language learning is a lifelong one (strengthening the role of post-school educational institutions, in particular that of higher education institutions, creating attractive and effective opportunities for language learning);

- giving more attention to foreign language learning with a special purpose, taking into account the needs of those who learn foreign languages;

- modernization of educational materials for different educational levels;

- training teachers ready for changes in educational settings, for the emergence of new technology and its use in the educational process, for changes in the educational process, for theoretical and practical innovations, ready to introduce new approaches, methods and forms of teaching.

The Globalization, Modernity and Language: New Perspectives on Language in Education (EUNOM) project was implemented in Europe with the support and funding of the European Union in order to develop a model that would reconsider the links between different levels of education. 5 key areas were identified: 1) a new paradigm for language teacher training; 2) higher education and research on the problem of multilingualism; 3) the problem of governance in a

multilingual and multi-ethnic society; 4) multilingualism in the knowledge economy: labour markets and corporate responsibility; 5) information technology, e-learning and languages [7].

The basis for the development of the model was the assumption that language education should provide a person with skills and abilities that will allow him/her to exist effectively in the society. At the same time, the project participants sought to identify adequate forms of language learning and ways to acquire communication skills in social institutions of different levels – at school, in higher education institutions and within the labour market (the implementation of the concept of "lifelong learning") and identify prospects ensuring consistency in obtaining foreign language education. It should be noted that the project participants understood that innovations in higher education would not succeed if students did not have the opportunity to achieve a certain level of competence in different languages and take advantage of new models developed in higher education.

The conclusions drawn by the project participants suggest the following priority areas for modernization in foreign language education: 1) from form to practice (in determining educational achievements it is important not to know linguistic forms, but to be able to use language and language tools to take part in communication); 2) efficiency as opposed to correctness (skills and ability to realize a communicative intention have an indisputable advantage over lexical and grammatical correctness); 3) flexibility in learning (introduction of flexible curricula and foreign language courses focused on personal individual needs of students); 4) emphasis on communication (the curriculum should be based solely on the priority of compliance with the principle of communication, all types of educational work and tasks should teach realise communicative intentions and promote the organization of communication in a foreign language); 5) plurilingual competence (learning and development of plurilingual competence in order to use all possible verbal and nonverbal means to express the meaning and realization of communicative intent); 6) expanding the range of languages offered for study.

To accomplish the given tasks European experts consider it necessary to modernize the language and pedagogical training of language teachers in higher education. As a rule, these two components are not implemented simultaneously in European higher education institutions, as usually a student first does a course at a language department, and then undergoes training at the pedagogical department. It is believed that a student should undoubtedly have sufficient language competence to become a language teacher. However, today a teacher needs a wider range of competencies. Researchers point out that the previous organizational model of training of language teachers was successful when the emphasis was on theoretical training (mastering the structural characteristics of languages and their analysis). However, today, along with theoretical knowledge, students need to be given the opportunity to develop competencies that they will later develop in their students (for example, the development of plurilingual competence, the ability to successfully carry out communicative intentions). It is

recognized that such training should be based on the provisions of the Council of Europe's educational documents on the development of standard language proficiency characteristics and levels of assessment of foreign language competence [Common European Framework of Reference for Languages].

The second aspect of language teacher training modernization concerns ensuring linguistic training of future teachers in conjunction with their pedagogical education. A person who teaches languages must be pedagogically qualified and be able to implement theoretical and practical pedagogical knowledge, skills and abilities in his/her own language learning and in teaching languages to others.

Theoretical pedagogical training of future teachers needs to be transformed in accordance with the changes in the definition of language learning targets: teaching and learning foreign languages for communication. The task is to modernize the theoretical ideas and principles of pedagogical training of teachers, which in the pedagogical sense are based on the ideas of either behavioral or cognitivist theories and in the linguistic context focus on structural (formal) and/or sociolinguistic ideas. Therefore, the transformation of theoretical concepts of teacher training models is of high priority.

The third aspect of transformations in language teachers' training emphasizes the importance of establishing interaction not only organizationally and in content aspect between the subject areas of linguistics and pedagogy but also between the departments that provide teaching of the given disciplines. Besides, there has to be a clear and unified policy of higher education institutions and attitude of the teaching staff to forming the relevant models of training foreign language teachers. On the one hand, the educational services universities provide are outward-oriented, on the other hand, in the globalized world the needs of the educational environment within higher education institutions cannot be ignored. Therefore, it is necessary to focus both on developing and raising foreign language proficiency of students and on creating a certain atmosphere within higher education institutions that could motivate students to master foreign languages in higher education institutions and encourage them to make such efforts.

Neoliberal concepts challenge traditional principles of language teaching and learning and insist on a complete overhaul of theoretical guidelines on the role of "foreign" languages in education, requiring a shift from fixed curricula to flexible ones and oriented towards the learners' needs. The emphasis is put on learning to learn and especially on learning to "acquire languages", which increases the importance of learning theories as opposed to the theories of language teaching as a curriculum subject. In addition, educational emphases expand to cover not only the content of education, but also emotional, social, cultural and moral development of students as well as the development of communication skills.

The study allows us to assert that the ideas on raising the level of foreign language competence and on improving the quality of teaching and learning foreign languages in the European Union focus on:

1) the changes in the socio-economic context that require new approaches to the organization and provision of foreign language education;

2) the shift in the understanding of the purpose of "learning languages" that leads to the formation of new language learning models. Nowadays, the goal of teaching a person mastery of a foreign language at the level of a native speaker is seen as one that does not give a successful result. New models seek to form a person capable of plurilingual communication, to form an intelligent listener and intercultural mediator. Thus, the emphasis in teaching shifts from the task of obtaining the expected result to the acquisition of motivating achievements, from the process of learning a language to the process of learning to "use a language", making use of any resources available to students and allowing them to achieve the desired results. Besides, it is stressed that teachers must be prepared to work in a multilingual, multicultural, ethnically diverse environment;

3) the shift from linguistic purity and correctness to the priority of democratic citizenship, openness to different cultures indicates that the social and educational environment becomes increasingly multilingual. Thus, teacher training faces new challenges as it has to prepare future teachers for flexibility and provide them with tools that can help them to respond adequately to changes. The concept of an individual and the requirements of the environment are determined as the educational priorities. The purpose of mastering a language is not a competence in a foreign language, but a communicative competence based on the requirements of specific communication situations. Instead of striving to succeed in mastering a language at a certain standard level, it becomes important to form tolerance for the use of language "mixture".

The study and analysis of pedagogical sources and statistical data on the level of foreign language competence of citizens of the European Union and ideas of researchers and research groups on the measures that are likely to facilitate the improvement of the process of teaching and learning foreign languages at different educational levels as well as raising the level of foreign language proficiency within the European Union allow us to draw the following conclusions:

- the EU policy fully supports measures providing opportunities for the EU citizens to master foreign languages;
- the state of foreign language learning of the EU citizens of different age groups is constantly monitored;
- the advantages and benefits of knowledge and ability to communicate in foreign languages in the modern world are highlighted;
- teaching foreign languages in the European educational space is carried out primarily at the level of secondary school education;
- measures are being taken to launch an early start of foreign language learning in school education and extend the period of time devoted to foreign language learning;
- the network of courses offering foreign language learning in non-institutional education is expanding;
- the vast majority of students learn English as a foreign language;

- the reasons for choosing English for learning as a foreign language are mainly determined by: a) globalization processes; b) its wide distribution in all spheres of life; c) its wide use in education; d) its relevance in professional contexts;

- within the European Union quite high indicators have been achieved (at least two thirds of citizens speak one foreign language at a fairly high level), but politicians and educators are making efforts to achieve better results and ensure quality progress in foreign language competence of the EU citizens;

- the process of globalization influences the growing need for the proficiency in foreign languages;

- the goal and content of foreign language teaching have to be oriented towards a certain level of foreign language competence development; learners' needs and their ability to communicate in a variety of real life communicative situations;

- teacher training programmes have to be modified so that prospective teachers can be prepared for rapid changes in language pedagogy and goals of language teaching and learning.

Globalisation and reflexive modernity give new contexts to language and education. It is evident that in a global economy language education needs to be reformed. The Ukrainian language policy assumes that young people have to be prepared for living in multicultural environment and education institutions are expected to form efficient language personalities. Various aspects of language personality forming as well as problems of foreign language teaching at different educational levels are being investigated by Ukrainian scholars. They cover general and specific aspects of foreign language teaching such as the use of new pedagogical and information technologies in teaching foreign languages (T. Besarab [12]), teaching foreign languages in the globalized reality (O. Kuznetsova [14], N. Popova [17]), educational games at foreign language lessons (O. Borzenko, Ya. Pavlishcheva [1]), students' intercultural competence development (L. Holubnycha, I. Kostikova, O. Leiba, S. Lobzova, R. Chornovol-Tkachenko [8]), linguistic picture of the world in the context of foreign language learning (K. Nesterenko [15]) etc. A number of studies analyse foreign language teaching in the European educational space, for example the language policy (N. Pelahesha [16]), the development of foreign language teaching in secondary schools (M. I. Tadeieva [18]), foreign language teaching models (V. Hamaniuk [13]). However, the importance of the issues of foreign language teaching and learning and the necessity to provide the citizens with foreign language competence in the globalized world encourage further research in search for effective foreign language teaching and learning experience and practices.

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2.13 EDUCATIONAL DIALOGUE AS AN EFFECTIVE TOOL OF FOREIGN LANGUAGE TRAINING

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Among the tendencies, intended to update educational process of higher educational institutions, the greatest attention should be paid to those ones focusing on the student personality; taking into consideration his/her interests and needs; ensuring the successful identification and maximum development of individually significant positive makings; and contributing to the manifestation of subjectivity of teacher and student in learning activities.

The tendencies include personality-oriented, cooperative, problem-based, and developmental teaching considered within the framework of cooperative pedagogy (Z. Bakum, G. Ball, V. Vyshpolska, V. Lozova, V. Lugovyi, and others) which purpose is not only to translate knowledge but also identify, develop, grow creative interests and abilities of each student, stimulate his/her independent productive educational activities, and lay the groundwork for active cooperation between the teacher and students as equal learning partners.

Not long ago, a problem of *educational dialogue* (ED) was raised in the field of cooperation pedagogy characterized as a multidimensional and multifunctional tool of education, development, and learning in the higher education practices.

The educational dialogue aim is to search purposefully for new knowledge – a reference point for further independent work rather than absorb actual knowledge or certain positions according to the teaching plan, subordinated to didactic tasks. This explains the special attention to ED not only as an effective learning tool but also as a way to work in depth with the subject content owing to its ability to go beyond the actual knowledge acquisition and apply it creatively.

By nature, ED is as close as possible to the real communication process. Hence, teachers use it actively in combination with other methods, means and forms to facilitate educational process during foreign-language training of students of technical higher educational institutions.

We consider *educational dialogue* as the effective didactic technique to accumulate, form, and develop subjective communicative and speech knowledge and skills, i.e. a personal speech resource (competence) through activation and implementation of intellectual and creative potential of participants in dialogic interaction in the format of “teacher – student (students)” or “student – student (students)”, aimed at solving problem-based educational and communicative situations in foreign language classes.

In the context of pedagogical theory and practice of foreign language teaching to students of technical higher educational institutions, theoretical studies of the educational dialogue problem prove that the majority of scientists (G. Ball, L. Vygotsky, A. Tzui, H. Widdowson, M. Friedman, G. Zukerman and others) consider it within the framework of cooperation pedagogy as a component of personality-oriented, dialogic, problem-based, and developmental teaching types which purpose is not only to translate knowledge, but also identify, develop, and promote creative interests and abilities of each student while stimulating his/her independent productive educational activities; creating conditions for active cooperation between a teacher and students as equal learning partners; and moving from translating (transmitting) educational activities to the dialogue delivery of the subject content.

The characteristics determine the main initial positions as for the organization of dialogical interaction while foreign language learning.

1. Educational dialogue is implemented within the framework of cooperation pedagogy (in particular, active dialogic problem-based learning) involving stimulation of cognitive and search activities of the dialogical interaction players through the activation of their internal intellectual resources as well as creative potential.

2. Introduction of educational dialogue into foreign language classes is related directly to the implementation of a subject subjective education paradigm, in the context of which the educational process is considered as a dialogical

interaction of all subjects (equal partners) and their senses, resulting in subjective knowledge – a personally valuable intellectual resource.

3. Implementation of the dialogue should involve particularities of active dialogic problem-based learning as well as specific features to organize speech training of students, being future experts in technical field. The abovementioned stipulates determination of appropriate organizational and didactic foundations which are the arsenal to materialize maximally didactic potential of educational dialogue.

Based on the said initial positions and main approaches to the definition of educational dialogue (ED), we can make the assertion that the process of foreign language (FL) teaching by means of dialogic teaching tools for technical higher educational institutions (HEIs) is characterized by communicative focusing; problem-based didactic material; situation-based educational activities; and active learning forms.

Analysis of the best practices by many scientists (I. Bogatyrieva, N. Volkova, I. Dobroskok, I. Zaitseva, S. Korol, A. Liuta, Yu. Passov, N. Pleshkova, V. Serikov, L. Tsybul'skaya, and others), concerning the use of certain technique while a dialogue introduction into the situation, has helped us identify exactly those ones being important for its organization in the process of foreign language teaching. Special attention should be paid to following aspects:

- diagnostics of student readiness for dialogical communication, i.e. necessary basic language and speech knowledge (skills and abilities) as well as practices of communication;
- joint orientation in the personally significant subject (professional) field of all subjects of the dialogical interaction;
- development of a common communicative space (i.e. socio-psychological environment affecting the communication subjects);
- development of a dialogical space (i.e. availability of subject-subject interaction; certain emotional atmosphere; pedagogical principles of teaching etc);
- giving the educational process a problematic tone: knowledge is proposed in the form of a problem, a problem-based situation to activate student speech and mental activity, and ensure the unity of thinking and speaking in the process of foreign language communication teaching;
- put a priority on active teaching methods: the lesson is based on cooperation and productive communication, interaction of all training subjects aimed at joint problem solving;
- originality of educational material content, techniques, types of work, and organizational forms which should be at the level that makes students feel an urgent need to discuss the problem; and
- individualization of the process of foreign language teaching, involving consideration of life experience, context of professional activity, sphere of interests, and intellectual development. It is one of the main means to create motivation.

To schedule the process of foreign language learning by means of educational dialogue, it is necessary to identify its stages.

Analysis of various positions as for the identification of dialogue stages (O. Abramkina, M. Kaminskaya, O. Kondratiuk, A. Tzui, H. Widdowson, & M. Friedman) has made it possible to draw up a pattern in terms of which dialogical interaction occurs in foreign language classes:

1) modelling stage (designing a model of the future educational dialogue as well as ways to implement it right in a class);

2) motivation stage (identification of a problem and tasks to solve it, stimulating further active educational and search activities of the educational dialogue participants);

3) search stage (determination of effective way or the new one to solve the problem and searching for answers to the received question);

4) discussion stage (presentation and discussion of the results, various positions, and viewpoints); and

5) final stage (analyzing and summing up the results; substantiating the selected best way to solve the problem; versions and opinions).

Take a closer look at each of the abovementioned stages of the educational dialogue taking into consideration the specifics of the foreign language teaching process based on the principles of communicative, problem-based, professionally oriented, and active learning within the framework of cooperation pedagogy.

A *modeling stage* involves preparation of a dialogue as well as the whole class scheduling in the light of its learning, developmental and educational aims and objectives. After the aims and objectives are identified, the teacher selects the lesson stage to apply a dialogical form (it is necessary to analyze the theoretical/practical material and make a choice of the lesson part being the most appropriate to be presented through the educational dialogue). It is not expedient to overextend the learning process with such a form of activity and plan a dialogue to be applied during the whole lesson. It would be better to use it during one or several stages of the lesson in combination with other methods, means and forms of the teaching process organization.

In addition to determining the place of a dialogue within the lesson outline, attention should be paid to other equally important organizational aspects of the preparatory stage:

- creation of the required educational situation providing dialogical interaction (processing an educational material into a system of educational and conflict tasks; and searching for problematic areas being of interest to the dialogue participants (professional sphere is preferable);

- stating the aims and conclusions to which the teacher should lead the students during the dialogue;

- singling out the question/task that will start the educational dialogue as well as thinking through the expected answers and ways of solving;

- preparing clue questions and auxiliary tasks if students have some troubles;

- defining hypothetically improvisation zones, i.e. such dialogue situations, in terms of which it is difficult to predict the behaviour of its participants;
- identifying alternative ways to conduct the dialogue on the selected topic; and
- designing certain ways and forms of interaction of the dialogue participants; their possible roles and conditions for their acceptance by the students.

Analysis of the modelling stage of the educational dialogue, being the most critical while scheduling the whole dialogical interaction, is followed by consideration of the features concerning organization of its subsequent stages (i.e. motivational, search, debatable, and final) requiring no less equally balanced approach as for the organizational aspects of each of them.

Motivation stage makes emotional contact; educational activities are motivated; the problem is stated, clarified, instructed to be performed; and functional roles are distributed. This stage performs motivational and stimulating functions through stating a problem-based task/situation for general discussion (both the teacher and students can be the initiator). A problem-based task/situation is a prerequisite, an incentive for the act of thinking and preparation for active involvement into the discussion.

It should be noted that the material selected for creating problem-based and communicative situations while foreign language learning by means of educational dialogue have to be characterized by the following features: relevance, informative content, compliance with the communication topic, and motivation for the student professional activities. The main requirement for the content is problematic, i.e. ambiguous understanding of the fullness of characters and the course of situations. Professional interest of students is the guiding principle in the process of selecting specialism-related texts.

Like at other stages, at a stage of training, selection of educational dialogue form depends upon the level of student communicative and dialogical skills and abilities. Of course, at the initial dialogization level of the process of foreign language learning, preference should be given to the frontal form of dialogue organization when the initiative comes from the teacher: he/she proposes a pre-formulated task, which students should perceive and solve as their own. At more advanced level, you can use more complex forms of dialogue, such as group work or joint collective activities and internal dialogue. The latter provides for independent work of the student with educational material.

During group or collective work, a training task is formulated at a student level. The functions of a teacher are reduced exclusively to a situation of success and a situation of “breaking”, when it is possible to state a training task by a student team. The situation success involves such material, which processing makes students be convinced that the methods of action they know are not effective to solve specific problems. Usually, such a success situation ends with a situation of “breaking”: in terms of some example, students start understanding

that the methods of action they know do not work; clashes between “I know” and “I don’t know” occur. A training task is defined, which search solution takes place during the next (search) stage.

At the search stage, students move on to independent coverage and solution of the problem-based situation/task; the teacher is assigned the role of an independent expert in conversation or a consultant. Students exchange opinions, structure the problem and elements of the situation. They search, remembering that there may not be a final correct answer, but there is a multiplicity of alternative visions and positions. This stage is not the final one; in a certain sense, it is the initial one for independent mental work and cognition.

We believe that at the search stage, pair or group work is the most effective form of the educational dialogue organization since an educational problem is solved in the context of the activity distributed collectively. Each participant of the educational dialogue has the right to a proper opinion, even if it is the erroneous one. The abovementioned is perceived as one of the steps to the truth. Everyone’s opinion can be criticized; as a result, a common course of action is developed. The functions of the teacher are reduced to organizing the group/pair work, preparing didactic material, and “reviving” the situation in case of difficulties. The teacher provides assistance to groups/pairs upon request, without offering ready-made answers; only examples or algorithms are proposed.

During the internal dialogue at the search stage, the activities, resembling those ones organized in group/pair training, are transferred to the student consciousness. Generally, such a dialogue takes place outside the educational space; therefore, the student is forced to take on functions of a teacher. It is possible if only a high level of relevant skills and abilities has been formed, which can be observed at the advanced dialogization level of foreign language teaching.

In our opinion, a frontal form of activities is the least effective one at the stage of problem-based task/situation solving since in this case students are forced to act following the example and with the help of the teacher (authors of textbooks), negating creative approach as well as the use of all the intellectual potential of students, decreasing their activity and interest in the educational process.

The discussion stage includes presentation and discussion of positions, views, and ways to solve certain problem and other results achieved/obtained at the search stage of the educational dialogue.

Most of all, the discussion is held in the “teacher – students” mode, transferring to a “student – students” mode in a form of a collective-group discussion, which takes place after the presentation of various positions by representatives from each group/pair. Participants find out and clarify what meaning and sense they put into a particular concept, consider how similar or diverse their visions of the ways to solve a particular problem are.

It is very important for the stage as well as for the stage of a training task stating to record various hypotheses, make notes indicating different thoughts and positions since reference entries on the blackboard will help you follow general

direction of collective discussion and simplify the implementation of reflection and self-reflection of the presented results at the next (final) stage of the educational dialogue.

The final stage of the educational dialogue analyzes the results of general discussion of various positions: selection of the most effective way(s) to solve the problem; substantiation of the selected version; evaluation of proper hypotheses as well as other ones, viewpoints, and methods; formation of the final personal reasoning (doing away with previous views or believing in their legitimacy); and summation.

In terms of the stage, transition from an external dialogue to the internal one is the most effective interaction form. At the final stage, such an internal dialogue can be implemented as an independent activity through writing a resume, essay, review etc. when students are able to reflect on the preliminary discussion of various presentations and self-reflection to determine their final position.

At the final stage, dialogical interaction can also be organized in the form of a collective dialogue using the following methods/techniques of active learning: a large circle, a microphone, a circle of ideas, incomplete sentences, a cluster or a spidergram etc. During the general group discussion, all options are considered; the most interesting and adequate of them are identified for the training task and aim; or a general model is created if several options are equivalent for a specific problem solving.

The detailed analysis of the step-by-step organization of dialogical interaction proves that dialogue implementation in foreign language classes requires the dialogic technique acquisition to implement productive interaction between the learning process participants: use of certain elements of technology to introduce the dialogue into the situation and its control during the problem solving while reflection and self-reflection realizing; implementation of an effective communication between the training subjects involving knowledge of “communication techniques”, the ability to listen to the dialogue partner, perceive nonverbal information, use relevantly facial expressions and gestures etc.

To avoid typical interaction barriers of productive dialogical interaction, such scientists as T. Nadvynychna, V. Kan-Kalyk, N. Pesniayeva, and A. Timotin propose various methods of effective implementation of dialogical techniques among which we single out those ones helping teachers avoid problems during the process of educational dialogue introduction into foreign language classes:

- creating cooperation rules;
- changing interaction space and forms (i.e. several connected desks for a long group dialogue, placing the desks in the form of an amphitheatre and dividing the auditory for discussion in temporary groups for the frontal one);
- orienting the students towards each other (give the students an opportunity to have a dialogue with each other and encourage them to address each other);
- using communication factors to transform dialogue participants from potential addressees to the real ones as well as to interaction addressers (the

conversation should be collective, common to all; it should not be divided into isolated, parallel conversations between individual group members); and

- recording hypotheses (thoughts) and retaining authorship of the ideas.

Consequently, the use of educational dialogue during foreign language classes occurs sequentially (i.e. modelling, motivation, search, discussion, and final stages) being characterised by communicative orientation; the problematic nature of training material, implemented through the creation of situations in terms of professionally oriented topics; and high level of activity and motivation of subjects of dialogical interaction, achieved through active methods, techniques and appropriate forms of organizing a dialogue in a class.

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2.14 METHODOLOGICAL PRINCIPLES OF TEACHING FOREIGN LANGUAGES IN HIGHER TECHNICAL EDUCATIONAL INSTITUTION

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The processes of international integration and transformation of the European educational space, the need for professionals with a high level of development of foreign language professional competence necessitate the development and implementation of new ways and approaches to effectively develop skills of professional communication in a foreign language. In this regard, scientists and teachers draw attention to the inconsistency of professional training with the strategic objectives of modernizing Ukraine's higher education system, lack of self-development strategy, flexibility, and insufficient training of competitive professionals to the rapidly changing demands of the world labor market [3, p. 3]. It emphasizes the need to improve the quality of foreign language training in higher vocational education, review the content of foreign language learning, its transformation and intensification by redistributing emphasis on the development of all types of foreign language communicative competence in accordance with European guidelines for language education.

A number of scientific investigations have recently appeared in this direction, among which the following problems have a special place:

- methodological provisions of the educational process in higher technical educational institution (M. Zgurovsky [4], G. Kostyshyna [8], O. Nalobina [10], I. Romashchenko [13], M. Suryakova [16], Yu. Shabanova [17] and others);

- individualized, differentiated, personality-oriented, communicative and contextual approaches to foreign language learning (O. Karpenko, V. Sitrov [6], N. Klyunina, S. German V. Kovalenko [7], S. Pelipchuk [12], etc.);

- teaching foreign languages for special purposes, for professional purposes (G. Barabanov [2], Y. Nikolaenko [11], T. Polegonko [12], O. Tarnopolsky [16], etc.);

- competent approach to the formation of foreign language communicative competence of students of non-language specialties (Ya. Lychko [9], O. Savchenko [14], Zelenkova V. G. [5] etc.)

However, in most scientific works only some aspects of the organizational and pedagogical principles of teaching foreign languages in higher technical education are studied. Insufficient attention is paid to the theoretical and methodological principles of development of foreign language professional competence in students of technical specialties; philosophical, historical and pedagogical aspects of foreign experience in this field.

Despite the spread of research on various aspects of general foreign language training and culture, the issue of specialized speech training for students of technical specialties, which is meaningfully based on such an approach as teaching foreign languages for special purposes (English for Special Purposes),

causes many contradictory statements and interpretations. In the realities of domestic methods teaching foreign languages for special purposes is positioned as teaching foreign languages for professional purposes [1, p. 183] or special use [25].

In the context of the development of the concept of teaching foreign languages for special purposes, G. Perren in 1974 for the first time stressed the need to clarify the meaning of the concepts of "special language" and "special purpose" [25]. According to R. McKay and A. Mountford, the essence of the concept of "special language" is a limited number of lexical means and grammatical constructions, selected from a variety of linguistic means of the language studied, on the principle of functional satisfaction of communication in a clearly defined context or activity [23, p. 297]. On the other hand, the specific goal corresponds to the one that guides the subjects in their foreign language learning. Thus, the essence of the term "special" in the approach to learning foreign languages for special purposes should be considered in application to the goal that encourages subjects to learn a foreign language, rather than the specific terminology or speech styles they learn.

According to research by T. Hutchinson and A. Waters, the emergence of the need to develop English language courses for special purposes was due to certain historical processes [26]. First of all – the end of World War II, which gave impetus to the rapid development of science, technology and economic activity at the international level.

The economic power of the United States in the postwar period determined the international status of the English language. On the other hand, the oil crisis of the early 1970s determined the direction of Western funding and knowledge in oil-rich countries. The means of linguistic realization of this knowledge was the English language.

In addition to socio-historical preconditions, it is necessary to recognize the influence and significance of achievements in the linguistic sciences. If traditional studies of language were aimed at studying its structural features, the latest views were aimed at how language functions in real communication. T. Hutchinson and A. Waters emphasize the importance of awareness and recognition of the difference between oral and written speech. It is emphasized that the context of learning a foreign language directly affects the content of the acquired foreign language competencies and their nature. If the language is not constant in its linguistic realization and can change depending on the communicative situation, accordingly, the organization of foreign language learning, which would change according to the needs of the customer, is also possible. As a result, in the late 1960s and early 1970s, attempts were made to describe the peculiarities of the use of the English language in its application to the scientific and technical fields of human activity.

Defining the essence of the approach to learning a foreign language for special purposes, P. Strevens was based on the distinction between its absolute and

variable characteristics [18]. The absolute characteristics of this approach are that teaching language as a foreign language:

- developed and planned in accordance with the special needs of subjects of study;
- meaningfully correlates with certain disciplines (separate topics), specialties, types of human activity;
- is based on the acquisition of language tools necessary for the implementation of communication in certain activities;
- differs and is opposed to the general study of a foreign language.

Variable features of foreign language learning for special purposes can be:

- focus on the development of a certain group of speech skills, such as reading;
- teaching without a predetermined methodology.

Despite some certainty and prevalence in the use of the approach over the past three decades, L. Anthony notes that its content provokes much debate and conflicting judgments [20].

In 1997, a modified definition was proposed, in which the absolute characteristics of learning a foreign language for special purposes are:

- focus on meeting the special needs of subjects;
- the use of basic methodology and activities which were specific in the discipline towards the content of teaching a foreign language;
- focus on language tools (grammar, vocabulary, style), relevant skills, as well as texts and genres specific to the target activities [19].

The variable characteristics of this approach are determined by:

- conditionality of the context by the content of certain special disciplines;
- use methodology that differs from that used for teaching a common foreign language in specific learning situations;
- predominant focus on adult students of higher education institutions or students who combine education with the performance of certain professional activities;
- the possibility of adapting to the educational goals of language training of students with secondary education;
- general focus on students of intermediate and advanced levels of foreign language communicative competence;
- formation of certain basic knowledge of the language system in most foreign language courses for special purposes, which can be used to work with beginners.

D. Carver distinguishes three types of foreign language learning for special purposes:

- foreign language in its limited version;
- foreign language for scientific and professional purposes;
- foreign language in special topics [21].

For example, the use of a foreign language by waiters or flight attendants is a limited version of the language, as it involves situationally conditioned use of

certain lexical and grammatical structures. However, this knowledge and skills will not allow the user to communicate effectively in changed conditions or in an environment that thematically goes beyond the lexical content of known communication situations.

The second type of teaching a foreign language for special purposes – a foreign language for scientific and professional purposes – is divided into three areas:

- a) foreign language of science and technology;
- b) the language of business and economics;
- c) the language of social sciences.

Each of the industries is divided into narrower areas of human activity, such as the foreign language of medical research, radio engineering, and so on. T. Hutchinson and A. Waters note that there is no clear distinction between the language of science and that used for professional purposes. Thus, on the one hand, students can work and study at the same time, in addition, the language learned for direct use in the learning environment can also be used later, when the student begins to engage in professional activities or returns to its implementation. It is obvious that D. Carver's combination of the language of science and language for professional purposes into a single type is due to the identity of the ultimate goals of learning, although, on the other hand, the means used to achieve these goals are significantly different.

The third type of teaching a foreign language with a special purpose, identified by D. Carver, is language in special topics. It is emphasized that it is in this type that there is a shift from the goal to the topic. The main task of teaching this type of language is to anticipate the future needs of students in the use of a foreign language, for example, the requirement to participate in a scientific conference, prepare abstracts, etc. [21]. However, according to K. Gatehouse, such work should be considered as an integrative component of any type of foreign language teaching for special purposes. Situationally conditioned study of a foreign language is based on data obtained by analyzing the needs of using a foreign language in the performance of professional activities [14, p. 32].

In a broad sense, teaching a foreign language for special purposes is an approach to teaching a foreign language, in which all questions about the content and methods are determined by the reasons for the interest of the teaching audience in learning the language. L. Anthony, therefore, notes that it remains unclear where a foreign language course ends for special purposes, and the study of a general foreign language course begins, because teachers who are not experts in this approach use its provisions to develop their own curricula based on the analysis of the needs of the educational audience and their own experience and knowledge of the use of a foreign language in real communication [18].

Characteristic features of teaching a foreign language for special purposes, according to D. Carver, are:

- use of authentic materials;
- focus on achieving the goal;

- self-regulation.

The use of authentic texts of specialized content in a modified form or in the form of a primary source is an integral part of this approach, especially during the independent mode of educational activities and research tasks.

The focus on achieving the goal involves the creation of such learning conditions that simulate the situation of implementation of communicative tasks put forward by the real life of future professionals [15, p. 281].

The development of the curriculum in accordance with certain features of teaching a foreign language should be aimed primarily at:

- a) skills necessary for the successful implementation of communication in a professional environment;
- b) learning of meaningful language means, which differ from language means of general character;
- c) taking into account the diversity of the study group;
- d) development of educational materials [15, p. 284].

K. Gatehouse identifies three types of skills necessary for the successful implementation of communication in a particular professional activity:

- ability to use specialized terminological vocabulary inherent in this professional context;
- the ability to use a set of more general research skills such as conducting research, answering questions, etc .;
- the ability to effectively use language tools to implement informal communication, unrelated in its context to professional activities [21].

Thus, when planning and developing a training course, in accordance with foreign language teaching for special purposes, it is necessary to ensure the integration of all these skills and introduce a model of learning that would provide optimal and effective use of limited linguistic resources within research and interpersonal communication of certain students. However, it is almost impossible to determine a clear balance between the above skills for a certain group of students. This is due, on the one hand, to the need to constantly analyze the educational needs of students and maintain the adequacy of the curriculum, which is in a state of constant change due to personal and professional development of subjects. Thus, the implementation of these requirements focuses on the personality of the teacher, who in the educational process can observe changes in students' learning needs and accordingly balance the study of linguistic tools needed to implement foreign language communication in certain situations of interpersonal and professional interaction. Under such conditions, teaching activities can be considered together with the following tasks:

- teaching;
- development of the curriculum and provision of relevant educational materials;
- cooperation with subjects of study in the process of educational activity;
- research and study of personal characteristics of students, their educational needs;

- control and evaluation of the effectiveness of teaching and learning [15, p. 283].

In this regard, it should be noted that the variety of tasks faced by the teacher in his daily professional activities raises a number of other issues: the problem of time; skills required to perform these tasks; scientific and methodological support, as well as psychological assistance.

The problem of diversity of the study group in this context is determined by the following factors:

- different starting level of foreign language communicative competence,
- previous education;
- professional experience.

It is almost impossible to balance these factors in the process of students' learning activities, so they must be taken into account before grouping students to organize learning. In the absence of these conditions, it is necessary to plan educational activities so that the microgroups of students formed on a certain principle (level of foreign language proficiency, professional experience or others), set such tasks that would promote the development of abilities and skills that are insufficiently formed .

Regarding teaching materials that can be used in learning a foreign language for special purposes, the researchers emphasize that a number of textbooks and texts designed to learn a foreign language on the basis of this approach do not actually meet the needs of learners, and the learning process generally does not meet expectations [21]. In this regard, J. John proposes to create a resource bank of educational materials that could be used by teachers in the educational process [22].

Summing up the analysis of the methodological principles of teaching foreign languages in higher technical education, it is necessary to recognize the following:

1. The spread of English and the actualization of its study as a foreign language were due to historical, political and social processes that took place in the world of the last century.

2. The formation and development of an approach to learning a foreign language, in particular English for special purposes is due to the need to establish economic ties through communication between professionals from different professional fields from different countries to realize professional activities.

3. Learning a foreign language for special purposes has the following characteristics:

- a) flexibility of the educational process depending on the initial level of development of foreign language communicative competence of students, their goals and motives for learning a foreign language;
- b) focus on the personal characteristics of students;
- c) content requirement – compliance with the context of professional activity in which the foreign language communication will be carried out;

d) the peculiarity of the content of learning a foreign language for special purposes is realized in the linguistic, cognitive and socio-cultural dimensions.

4. The requirement for flexibility and personal orientation can be realized under the following conditions:

- a) student-centered learning;
- b) creation of a bank of educational materials and teaching aids to meet the needs of students with different levels of language proficiency;
- c) introduction of distance education tools to overcome methodological and psychological problems.

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2.15 MODERN TECHNOLOGIES OF FOREIGN LANGUAGE PROFESSIONAL TRAINING AND OPTIMAL METHODS OF THEIR USE IN HIGHER EDUCATION INSTITUTIONS IN THE CONTEXT OF SYNCHRONOUS AND ASYNCHRONOUS DISTANCE LEARNING

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Introduction

Ukraine's integration into European and global structures, as well as the rapid development of information technology is reflected in all aspects of our life, and the sphere of educational activities is no exception. Today, modernization of the education system in the country is increasingly associated with the development of distance learning, which is seen as one of the essential factors in increasing competitiveness in the market of educational services. This form of learning is widely used in Western Europe, the USA and other developed countries [1, 2]. The sphere of influence of education on the whole life of society today goes beyond the traditional components of the educational system, the development of education provides the creation of new forms and methods of learning, the development of promising paradigms of education with an unconditional focus on new learning tools, including modern computer systems and new information technology. In the educational activity of higher educational institutions in Ukraine during the previous decades, attention was focused on mastering a significant amount of knowledge by students on the extensive principles of the organization of the educational process. Under such conditions, it was quite difficult to provide an appropriate level of intellectual development of the individual, to prepare him for an independent cognitive activity throughout life. Therefore, to date, the possibility of organizing extensive educational activities of higher education institutions has exhausted itself. The developments of science, the increase in the volume of information, the actualization of the problem of producing the society's intellectual wealth have led to the need to intensify the educational process. It is the intensification of the learning process that is the main demand in modern HEIs. The dominant factor contributing to the organization of intensive educational activities is the widespread use of modern

learning technologies. The reform of the entire system of domestic education at the level of goals and objectives, as well as at the level of structure, various aspects of the content, means, forms and methods of learning has become a response to these requirements. From these positions, the development and use of information and communication technologies (ICTs), distance learning technologies becomes an important direction of educational activities in higher education.

There is a growing concern throughout the world for quality and standards, which is explained by the rapid development of higher education and the increasing value of educational services for the state and the people. Europe wants to achieve its goal of becoming the most dynamic and interactive economy in the world (Lisbon Strategy). New initiatives and demands that arise both in Europe and beyond its borders, looking at the internationalization of higher education, require a corresponding reaction. The formation of the Quality Assurance system based on common standards and recommendations indicates the emergence of a true European dimension in the field of quality assurance, which is likely to strengthen the privatization of the European higher education area.

Ensuring the quality of education in the formation of the European Higher Education Area is one of the main conditions for trust, mobility, student motivation, cohesion, and the friendliness of European higher education.

Historically, the “English” model of educational quality was formed in Europe, based on the internal self-evaluation of the academic community, and the “French” model, based on the external evaluation of HEI in terms of its responsibility to society. Europe still lacks a single system of institutional evaluation of educational institutions, analogous to the system of accreditation in the United States. However, each country has its own approaches to ensuring and evaluating the quality of higher education.

A great deal of work in this direction has already been done in Ukraine. The Cabinet of Ministers of Ukraine passed Decree № 1312 dated December 31st, 2005 “On non-orderly measures for implementation of external independent assessment and monitoring of the quality of education” which approved the Statute of the Ukrainian Center for Educational Quality Assessment (UCEQA). Beginning in 2008, all applicants will be enrolled for the EIT based on the results of the external exam focus test.

For the purpose of further development of the national system of education, high education quality assurance and its integration into the European and world educational community by the order of the Ministry of Education and Science of Ukraine № 612 from 13. 07.2007 the “Action plan which secures the quality of the Ukrainian higher education and its integration into the European and world educational community for the period till 2010” was confirmed.

On June 4, 2008 Ukraine became a full member of the European Quality Assurance Register (EQAR) in Brussels (Belgium). This became an important step for Ukraine toward European quality assurance of higher education.

On June 20, 2008 by the Decree of the President of Ukraine № 244/2008 “On additional steps for enhancing the quality of education in Ukraine” the Cabinet of Ministers of Ukraine was entrusted “to elaborate within a period of two months the issue relating to the education quality monitoring system and Ukraine’s participation in the international comparative study of the education quality”.

However, Ukraine is still lagging behind the European level in the field of quality assurance of higher education. According to the inventory data of the countries participating in the Bologna process for 2007[4], Ukraine got the assessment 3, 5 on a 5-point scale by indicators of the quality of education while the total assessment of countries participating in this indicator is 4, 1.

The European educational quality assurance system is based on the European Standards and Guidelines (ESG), which in turn are based on the following basic principles:

- the interest of students and employers, as well as society as a whole, in the high quality of higher education;
- the key importance of the autonomy of institutions is balanced by the awareness that autonomy is a very serious responsibility;
- the external quality assurance system must live up to its objectives and not complicate the work of the educational institutions more than it is necessary for the system to fulfill its tasks.

The peculiarities of the current criteria for assessing the quality of education are that they allow for: freedom for universities in the creation of curricula; pay special attention to the quality of graduates training; the need for continuous improvement of educational programs in order to improve their quality; stimulation of innovation in educational standards. The task of ensuring the quality of higher education is multidimensional and includes:

- availability of necessary resources (human, financial, material, informational, scientific, educational and methodical, etc.);
- organization of the educational process, which is the most adequate to meet the current trends in the development of national and world economy and education;
- control of educational activities of higher education institutions and the quality of teachers’ training at all stages of training and at all levels: the level of higher education institutions, the state and international (European) levels.

ESG consist of three parts: internal quality assurance at higher education institutions; external quality assurance of higher education; quality assurance in the activities of external quality assurance agencies.

European standards for internal quality assurance at institutions of higher education include:

1. Educational institution policy and quality assurance procedures.

Educational institutions must define a policy and related procedures to ensure the quality and standards of their curricula and diplomas. They must also openly declare their intention to create an atmosphere and practice that recognizes

the importance of quality. To achieve this goal, educational institutions must develop and implement a strategy for continuous quality improvement. The strategy, policies and procedures must have an official status and be accessible to the public. They must also provide for the participation of students and other interested parties in the process of quality assurance.

2. Approval, monitoring and periodic review of programs and diplomas.

Educational institutions must have an official mechanism for approving, periodically reviewing and monitoring their educational programs and diplomas.

3. Student assessment.

Student evaluation involves the gradual use of approved criteria, rules, and procedures.

4. Ensuring the quality of the teaching staff.

Educational institutions must have in their regulations certain procedures and criteria that would indicate that the teachers, who work with students, have the appropriate qualifications and a high level of competence to perform their service duties. Those who perform the external review of the educational institution must be aware of them and evaluate them in the final review report.

5. Educational resources and student support.

Educational institutions must ensure that the resources available to support the educational process are sufficient and correspond to the content of the programs the educational institution offers.

6. Information systems.

Educational institutions must ensure that they collect, analyze, and use appropriate information to effectively manage their educational programs and other activities.

7. The publicity of information.

Educational institutions must regularly publish up-to-date, unbiased and objective information – both quantitative and qualitative – about the educational programs and qualifications they offer.

European standards for external quality assurance

1. Use of internal quality assurance procedures.

External quality assurance procedures must take into account the effectiveness of internal quality assurance processes.

2. Development of External Quality Management Processes.

The goals and objectives of the quality assurance process are defined by all responsible parties (including institutions of higher education) before the process itself is designed; the goals and objectives should be published together with the procedures to be implemented.

3. Criteria for making decisions.

Any official decisions made as a result of external quality assurance activities must be based on clearly formulated publicly available criteria to be applied consistently.

4. Processes that correspond to their purpose.

All external quality assurance processes must be developed in such a way that they ensure achievement of the very goals specified for such processes.

5. Notifications.

Notices must be published. They must be written in a style that is understandable and accessible to the target audience. The text of the report should be organized in such a way that the reader can easily find any decisions, grievances or recommendations.

6. Subsequent Procedures.

Quality assurance processes that contain recommendations for actions or that require a further action plan must have a predefined procedure for this, which is carried out successively.

Periodic reviews.

External quality assurance of educational institutions and/ or educational programs must be carried out on a cyclical basis. The duration of the cycle and review procedures must be clearly defined and published at a later date.

8. General analysis of the system.

Quality assurance agencies shall periodically prepare summary reports with a description and analysis of the overall results, assessments, etc. of their inspections.

Analysis of European higher education quality assurance standards makes it possible for us to classify the main requirements and trends which relate to both internal and external quality assurance, as well as to the activity of quality assurance agencies themselves:

- a clear definition of policy and related quality assurance procedures;
- the strategy, policy, procedures and executives must have a recognized official status;
- formulation and implementation and follow-up of the criteria on which any quality assurance activity must be based.
- compliance of available resources with the goals set and procedures for their implementation;
- participation of all stakeholders in the quality assurance process.
- regular monitoring and reporting;
- publicity and accessibility of all information on education quality assurance.

Compliance with these requirements requires the following steps:

1. Development of recommendations for implementation of national standards and recommendations for quality assurance in the European Higher Education Area.

2. Creation of a system of accreditations and a National Accreditation Center.

3. Increase of the international level of Ukraine's participation in the foreign quality assurance system.

4. Development and implementation of legal mechanisms of employers' participation in the procedure of control and public responsibility for the quality of higher professional education.

5. Raising the level of students' participation in the national system of quality assurance.

6. Implementation of a permanent monitoring of the quality of higher education taking into account global, European and national experience.

7. Improvement of the rating system for evaluating the results of activities of higher educational institutions as tools for managing the quality of higher education.

8. Implementation and development of practices of ensuring accessibility and transparency of information on quality assurance in higher education at all levels: individual HEIs, national and international levels.

Higher education is one of the important factors of international positioning, a factor of sustainable and progressive development of the country. Changes in the role of university knowledge, the critical state of quality of higher education, the systemic impact of globalization leads to the problem of ensuring the quality of higher education in the first positions of the public and academic order of the day. There is a pressing need for systemic, market-oriented changes in the educational sector to improve the quality of educational services, changes in value orientations in higher education, ensuring individualization and liberalization of the educational process, formation of a high status and professional level of the teaching staff.

Education, as any process or result of human activity, has a certain quality. The most accurate conceptual definition of educational quality is the following. Educational quality is a set of characteristics of the educational process that determines the gradual and practically effective formation of competence and professional competence. Here we can distinguish three groups of characteristics: the quality of the potential to achieve the goal of education, the quality of the process of forming professionalism and the quality of the educational result.

Educational quality in a generalized definition and its summarized representation is a set of competence characteristics and professional competence that inhibit the ability of a practitioner to carry out professional activities in accordance with the requirements of the current stage of economic development, at the specified level of efficiency and professional success, with the understanding of social responsibility for the results of professional activities.

The quality of higher education, according to the Law of Ukraine "On Higher Education", means the main product of the higher education system – a set of certain world-view, behavioral and professionally important qualities and characteristics of a higher education institution graduate, which determine his/her ability to satisfy both personal spiritual and material needs, and the needs of society.

Public policy in the field of higher education quality, professional training and certification of teachers is based on achieving the optimal level of ordering the

educational activities on the basis of personal, social, economic, state needs and interests of the education subjects.

The quality of higher education is ensured by the use of quality educational programs, scientific research, staffing, infrastructure and academic standing. The quality of education, the unification and adaptability of educational programs, the comprehensibility of their content and the possibility of practical implementation, and the recognition of educational documents are among the problems associated with the standardization of education. These solutions are not limited to our country. Under the conditions of globalization of the economy, the problems of standardization are actively discussed in many countries of the world, since education is deeply integrated into the economy and social life, and its level and quality of life significantly affect the quality of life and the possibility of a stable development of the global community.

Achieving high quality education is the central idea of the Bologna Process. An important role in the fulfillment of this task belongs to such institutions as licensing and accreditation.

The necessary perspective for the Ukrainian system of higher education should be to join the international system of accreditation and join the European Network for Quality Assurance in Higher Education (ENQA).

Educational quality is a category that reflects various aspects of the educational process: philosophical, social, pedagogical, political, demographic, economic, and others. Formulating the concept of educational quality, one can define it through the components, which include the educational standards, professionalism, modern technical teaching tools, modern teaching technologies, teaching quality, educational and production base, educational management, marketing, social partnership and multichannel financing.

Current Ukrainian research shows that the main factors that ensure the quality of education are:

- 1) professional training of teaching subjects, their personal qualities (orderliness, responsibility, principles, tolerance, etc.);
- 2) educational and methodological support of the training process (teaching aids, methodical works);
- 3) availability of a control system for evaluation of teaching, the level of knowledge of learning subjects, which meets modern requirements;
- 4) use of modern educational technologies (active teaching methods, Internet technologies, etc.) in the educational and spiritual process;
- 5) involvement of subjects of the educational and research process to scientific and investigative activities;
- 6) correspondence of study programs to modern requirements;
- 7) contacts with leading foreign professors;
- 8) proper material and technical support of the training process;
- 9) availability of scientific literature at the educational institutions;
- 10) using the materials of psychological and sociological and other studies;

11) the orientation of education towards shaping the social qualities of the modern practitioner;

12) stimulation of self-directed work of learning subjects, etc.

The organization of the educational process within the framework of foreign language teaching is also determined by current global trends, which are manifested in the search for effective and relevant methods of educational and pedagogical process. The methodology of teaching foreign languages is a flexible informational and educational sphere, in which, along with the traditional approach to teaching, there is an increasing interest in new educational models, pedagogical innovations, technologies and methods. The specificity of the “Foreign Language” discipline for students of non-linguistic specialties is connected, first of all, with the fact that teaching is aimed not at mastering the basics of sciences, but at mastering a new language, ways of using this language, namely listening, speaking, reading, and writing. Another specific feature of a foreign language is its subject matter, professional orientation, means the need to learn a foreign language for further communication in the professional sphere. At the same time, the objective of foreign language teaching is to form communicative competence in students of non-linguistic specialties. Every year, the requirements to the level of foreign language training of specialists in different fields are increasing. At the same time, there is a difficult problem of lack of training time, a large amount of knowledge and skills that students learning a foreign language need to master. This is what primarily explains the demand for distance learning technologies, characterized by flexibility in time and place of the organization of educational activities, make education more open and accessible.

Problem statement

Staying on the sidelines of the world educational processes, Ukrainian HEIs risk losing some students, who choose convenient and modern foreign analogues of education institutions providing educational services in a distance format instead of domestic educational institutions. Given this, research aimed at the development of theoretical and methodological foundations of the distance education system, the creation of appropriate teaching methods and the development of training courses are relevant.

Socio-economic changes taking place in Ukraine, the transition to an information society have necessitated the improvement of the efficiency of domestic education system. Modern society needs people who are able to independently build a strategy for their own lives, who can “create” themselves. They must be able to choose, analyze, predict, and design. All this makes new demands on the quality of education at all levels.

An important condition of this process is the integration of higher education in Ukraine into the European educational space in order to provide free access to educational and professional training. Reformation of higher education in Ukraine, expansion of international cooperation in the field of education provide for the search of new ways to improve the quality of foreign-language training of students

of technical universities, rethinking of domestic experience and generalization of foreign achievements in this area.

At the present stage there is a comprehensive mass introduction of information technologies in all spheres of education in order to turn modern information resources and information and communication technologies into a resource of the educational process, providing formation of qualitatively new results of education.

In March 2020, the Director General of UNESCO, Audrey Azoulay, stated that due to the pandemic coronavirus COVID-19, more than 1.5 billion young people in 165 countries worldwide are unable to attend classes due to the closure of general education institutions. And the imposition of quarantine has changed everyone's lives and particularly affected educational institutions, forcing them to adapt to the new conditions of educational provision. COVID-19 accelerated and intensified long-term pedagogical trends, creating a natural experiment in which numerous innovations are tested and evaluated.

Processes of modernization taking place in the domestic higher professional education, as well as those challenges posed to educators by COVID-19 pandemic, which for a long time made face-to-face teaching impossible, making distance learning the only available form of education, show that the methods and forms inherent in the traditional system of teaching are not always able to respond adequately to the need for timely use in the educational process of a large number of new accurate information, cannot be fully adapted to the modern requirements of education.

Distance learning is considered by scientists as an educational process organized at a distance, which is the main difference between this form and the traditional one and provides its flexibility. Characteristic of this form of education organization is the absence of constant direct contact between its participants and interactivity, since the teacher and students can maintain a regular dialogue with the help of computer telecommunication technologies in both written and oral form, increases the prospects of using technology in foreign language teaching. It should be noted that distance learning is not antagonistic to full-time and part-time education. It is naturally integrated into these systems, supplementing and developing them, which contributes to the creation of a mobile learning environment [3].

The system of distance learning in our country is in its infancy, nevertheless its importance and prospects are evidenced by the development of a broad regulatory framework [4] and a growing number of works [5], including those dedicated to the problems of distance learning of a foreign language in a non-language institution of higher education [6; 7], including those at the dissertation level [8].

The requirements of optimizing the process of forming the professional competence of future specialists in accordance with the current legislation and regulatory documents make it necessary to search for and use promising innovative learning technologies.

Relevance of the introduction of distance learning in the higher education system of Ukraine is reflected in such state documents as the Laws of Ukraine “On Education”, “On Higher Education”, “The Concept of Distance Education Development in Ukraine (2000)”, “Distance Learning Regulations (2013)”, etc.

According to the experience of many countries, including Ukraine, an effective means of improving the system of higher education is the introduction of distance learning technologies in the educational process, which can significantly improve the efficiency of professional training of specialists in various fields.

Analysis of the interpretations of the definition of “distance learning” proposed by scientists revealed several complementary definitions. So, V. Kuharenko understands this concept as “a set of pedagogical technologies based on the principles of open and computer-based learning and active learning methods in communication in the information and educational space, to organize the education of users, distributed in space and time” [6, p. 127]. P. Delling notes that distance education is a planned systematic activity and “involves the selection, didactic preparation and presentation of learning materials, as well as supervision and support of students, which is achieved by overcoming the physical distance between the student and the teacher with at least one technical telecommunication tool” [9, p. 21]. Z. Kurland interprets this category as a set of information technologies providing “the students with the basic amount of learning material, interactive cooperation of teachers and students in the learning process, providing students with opportunities for independent work to master the learning material under study, as well as evaluation of their knowledge and skills acquired in the learning process” [10, p. 220]. The importance of independence is also emphasized by N. Dumanskyi, who presents distance learning as “a set of methods, forms and means of interaction with a person in the process of independent, but controlled mastering of a certain body of knowledge” [11, p. 119].

Distance learning technologies, as noted in the Encyclopedic Dictionary “Adult Education”, provide an individualized process of transfer and assimilation of knowledge, abilities, skills and ways of cognitive activity, occurs “for the mediated interaction of remote participants in a specialized learning environment created on the basis of modern psycho-pedagogical and information and communication technologies. [12, p. 99].

Distance learning is also considered as a form of learning, based on the use of a wide range of both traditional and new information technologies and their technical means used to deliver educational material, its independent study, the organization of dialog exchange between the teacher and the student, when the learning process does not depend on their location in space and time, as well as on a particular educational institution [5].

Summarizing the above definitions, we can note that, in our opinion, the comprehensive and most relevant position on this issue is A. Bitchenko and S. Miasnikova, who consider distance learning to be “a purposeful process of dialogic, asynchronous or synchronous interaction of the teacher and students with

each other and with the means of learning, indifferent to their location in space and time” [13].

Distance learning enables students regardless of time and location to get access to information resources, maintain individual connection with teachers, learn the material through interactive forms and methods, and thus creates favorable conditions for the humanization and individualization of the educational process, increasing cognitive motivation and intensification of independent activity of students.

Recent research and publications analysis

Analysis of the literature shows that domestic and foreign scientists have investigated a wide range of issues in the history of development, relevance, development and implementation of distance learning technologies in the educational process (O. Andrieiev, S. Antoschuk, L. Gozman, P. Dmytrenko, Ye. Dolinskyi, Ye. Yevreinov, V. Kaimin, V. Kanaiev, D. Keegan, S. Kovalenko, J. Cole, V. Kukharenko, V. Kusherets, A. Maliarchuk, O. Menyailenko, J. L. Moore, L. Panchenko, Ye. Polat, T. Poiasok, Ye. Prokofiev, S. Semerikov, Ye. Smirnova-Trybulska, O. Sobaieva, P. Stefanenko, I. Tavhen, V. Sheiko, B. Shunevych, B. Holmberg, etc.). The results of the analysis of the vocational literature, normative documents, the real state of vocational training of future professors in higher educational institutions have allowed to reveal the presence of contradictions between: The modernization of the system of higher education through the use of cost-effective and pedagogically effective innovative teaching technologies, The lack of distance learning potential to solve these problems and the lack of cost-effective and pedagogically effective innovative learning technologies; relevance in the domestic scientific area of the problem of professional education of graduates and lack of development of distance learning technologies that meet today's conditions, in the process of forming their professional competence.

Distance learning technologies can be understood as a body of knowledge about the ways and means of the learning process, which takes place on the basis of information and communication technologies, during which you can observe the qualitative change of the object.

Distance learning technologies consist of pedagogical and information distance learning technologies. Pedagogical technologies of distance learning are technologies of mediated active communication of teachers with students using telecommunications and methodology of individual work of students with structured learning material presented in electronic form. Information technologies of distance learning are technologies of creating, transmitting and storing educational materials, organizing and supporting the educational process of distance learning by means of telecommunication [7].

Currently, there are several distance learning technologies. In education they differ [13]:

- in the form of presentation of learning materials;

- in the presence of an intermediary in the learning system;
- the degree of use of telecommunications and personal computers;
- by the technology of organizing supervision of the learning process;
- the extent to which conventional methods of the educational process are used in teaching technology;
- by the methods of identifying students during exams.

The main purpose of using distance learning technologies in higher education is to provide access to electronic educational resources through the use of modern information technologies and telecommunications networks.

Distance learning technologies in higher education reveal opportunities for a positive impact on the solution of the following problems in training future specialists [13]:

- improving the quality of education in HEIs;
- meeting the educational needs of future specialists;
- enhancing professional mobility and activity of future specialists;
- formation of a unified educational space within the framework of higher education;
- individualization of training based on mass higher education.

Distance learning technologies include an individualized process of transferring and assimilating knowledge, abilities, skills and ways of cognitive activity of future specialists. Such technologies can be considered as a natural stage in the evolution of the traditional educational system from a chalkboard to an electronic blackboard and computer learning systems, from a book library to an electronic library, from a conventional classroom to a virtual classroom. Such technologies make it possible to conduct distance learning via the Internet; diversify the means of communication between students and teachers (e-mail, chat, forum, file exchange, etc.); activate the role of the teacher and exercise full control over the learning process; apply a multilevel testing system; replenish the database, accumulate versatile statistics [14].

In the conditions of distance learning the role of a teacher expands significantly: in addition to traditional ones, he/she is entrusted with such functions as cognitive process coordination, course correction, advising students in the process of streamlining the individual curriculum, managing their learning projects, etc. [6].

In our opinion, the most important in the process of using distance technologies is to provide students with access to learning materials and recommendations for working with them, which allows reducing the number of classroom lessons in the overall load of the student and free up time for his/her more active independent work, to ensure individualization of learning. Organization of the educational process with the help of distance learning technologies implies a slightly different approach to learning, in particular: independent search, analysis, systematization and synthesis of information, self-organization and self-control.

Distance learning technologies, according to scientists, are based on the principles of open education and are “modern promising technologies of education organization, have a decisive influence on the nature and pace of informatization of the education system” [15, p. 31]. However, despite the large number of studies, modern distance education in Ukraine sometimes still resembles traditional forms of distance learning, without revealing all the available opportunities of using new educational forms and methods. Our analysis of recent studies and publications indicates the lack of development of scientific-theoretical support for distance learning organization in HIE and the need to study its possibilities in the formation of new methodological forms and techniques of student learning.

Having analyzed in detail various approaches to the definition of the term “distance learning” – from its absolutization as a new universal form of education, which naturally replaced traditional learning, to its understanding as a set of tools and methods of transmission of educational information, we agree with the point of view of the experts who see distance learning as a “technology based on the principles of open learning, widely uses computer educational programs of different purposes and creates an informational and educational field for obtaining educational materials necessary for communication with each other with the help of modern telecommunications” [7, p. 32]. The model of distance learning should necessarily consist of the following elements: the motivational block; the instructional block (instructions and methodological recommendations); the information block (information content system); the control block (testing and control system); the communicative and advisory block (system of interactive cooperation of distance learning participants with a tutor-teacher and among themselves).

Traditional teaching methods require changes and additions for the organization of distance learning technologies. All pedagogical methods and forms used in distance learning are referred by scientists to four groups [16], namely: learning through the interaction of the student with educational resources with minimal participation of the tutor and student (self-study); individualized teaching and learning, which is characterized by a relationship of one student with one teacher; teaching, which is based on providing students with learning material by the teacher, in which students do not play an active role in communication; methods that are characterized by active interaction between all participants in the educational process. The first three groups of the above methods are characteristic of the traditional educational system, but, of course, they get new development on the basis of modern information technologies.

The object of research

The object of the paper consists in identifying the ways necessary to improve the quality of students’ knowledge monitoring in a foreign language at non-linguistic universities, as well as the monitoring of this knowledge using

distance learning tools, in particular the Placement Test, as the initial link in the learning process.

Statement of basic materials

Today, the design and development of a new expanded, ICT rich, varied information educational environment is becoming a priority in education. Recently, distance learning in HEI has been implemented mainly by such means as Zoom, Skype, TrueConf and similar video conferencing programs; Moodle, Edmodo, Microsoft Teams, GoogleClassroom, iSpringOnline learning platforms; also in some forms of learning there were used messengers such as Whatsapp, Viber and others.

The distance-learning platform, in its most general form, can be defined as software that allows the implementation of pedagogical and information technologies of distance learning by automating the creation and acquisition of knowledge in the distance learning system, as well as by the presence of the necessary tools for the three main users – the teacher, student and administrator. Online services are Internet resources that provide various information and services to users, including the possibilities of their online communication. Distance learning platforms and online services can be commercial or free of charge. In particular, commercial platforms have a number of advantages, namely: functionality, safety, reliability, proper level of support, regular updates and new versions, possibility of adjustment, availability of technical support.

Let's dwell on free distance learning platforms, implemented on the basis of Open Source solutions. These include ATutor, Claroline, Dokeos, LAMS, Sakai, Moodle, ILIAS, Google Classroom, and others. The undoubted advantages of such platforms are the absence of the need to pay for their installation and further use, a significant geographical spread throughout the world, the possibility of making changes. Disadvantages, as stated by the researchers, include: complexity in service and technical support, and sometimes the complete absence of the mentioned support. Nevertheless, the advantages outweigh the disadvantages, and in general, distance learning platforms based on Open Source solutions help to effectively organize the educational process.

Given the limited volume of the report and the increasing number of distance learning platforms based on Open Source solutions, it seems impossible to cover all of them, so a moderate step would be to consider the most promising and convenient solutions of those existing today, which include Moodle, Google Classroom and Sakai.

The distance learning platform Moodle (Modular Object-Oriented Dynamic Learning Environment) is simply impossible not to remember, because this system by the Australian developer Martin Dugiamas is one of the most popular in the world, it is used in more than 100 countries and the number of users is more than 18 million people. In addition, it can be freely downloaded from the Internet. The platform makes it possible to create high-quality distance learning courses, its features are not worse than the functionality of many commercial systems; in

addition, it can be adjusted to the needs of a specific training project and augmented with new services. Moodle is designed taking into account the achievements of modern pedagogy, and the main emphasis is laid on the interaction between students and extensive use of discussion. The program interface is simple, convenient and effective, the design has a modular structure, it's easy to modify, and the language packs, which can be connected, make it possible to achieve full localization (for today Moodle supports dozens of languages, including Ukrainian). The main opportunities of the platform for teachers include: registering students with the ability to personalize and differentiate the rights of access to training materials, creating and conducting online courses, reporting and statistics on training, control and evaluation of knowledge, questioning and creating survey materials, the ability to integrate with other information systems. On the basis of this system, the internal university system Teams was created, which is used by the teachers of our department.

The next Classroom platform is a Google development designed to make teachers' work easier and more efficient. It is integrated with Google Docs, Drive, Gmail and is a part of the specialized educational package Google Apps for Education together with the calendar, e-mail and other programs. With the help of Classroom interactive service the teacher can organize communications with students, quickly prepare tasks and conduct classes. When developing an assignment, the teacher can: use the option of shared access to the document or the option of automatic creation of a copy for each student, see who has finished the task and who has failed to do it, provide feedback and ask questions to students in real time, both in the class and outside of it. It's worth noting that Google Classroom has several important advantages over other similar solutions, namely: first, it's time-tested services that are united within a single program, and second, it has a large user audience.

Another of the selected platforms, Sakai, is an online system for organizing the educational space. Within Sakai, users can change and manage their own passwords, and administrators can create an unlimited number of users. Features for instructors include: setting up sequential appearance of tasks, messages or new course materials based on fixed dates or course participant activity, adding materials for a group or an individual student, creating a group even outside of courses, viewing student grades, creating different tests and individual tasks, setting times when students can access tests and limiting time for taking them.

In terms of foreign language teaching, all the three analyzed platforms provide enough opportunities for effective organization of the distance learning process. In particular, writing skills in a foreign language are well developed when students use chat rooms and forums where they can communicate both with each other and personally with the teacher. There are many opportunities to develop listening skills, as students are no longer tied to face-to-face classes and limited listening to a limited amount of material. To check the quality of students' performance of such independent work is very easy, since after listening to a certain material students can be offered to do listening test tasks, during which

after listening to audio materials they have to answer the test questions set by the teacher the number of times. By the way, the time to provide answers can be limited, and the result obtained by the student will be automatically checked without the involvement of the teacher with the ability to instantly familiarize the student with the test result.

Having considered the platforms, which have a significant potential for the organization of distance learning in a foreign language, let us turn to online services that can be successfully applied for the same purpose and effectively complement the system of distance education. Given the limited scope of our work, based on the oral survey of students, we have chosen only three promising online services, namely Busuu, Lingua Leo, Lang-8. Let's start with Busuu, which is an entire online language learning community. The three main principles on which the system is based are: learn from native speakers, learn from authentic material, and learn for free. Each member of the community acts not only as a student, but also as a teacher who helps those who want to master their own native language. Online lessons are created in a simple and interesting form with understandable voiced phrases, pictures, interactive exercises and the ability to interact with other users. The system has certain disadvantages, in particular the small number of grammar exercises, so you cannot learn grammar well, besides the amount of vocabulary is also limited, and therefore it is unlikely to get a wide vocabulary. There are, however, also advantages which can be exploited by the teacher when advising students to use this resource during independent work, such as: well-developed exercises aimed at learning conversational phrases and the opportunity to communicate with native speakers, which is so often lacking in our students. Native participants can be added as friends, communicate on different topics and ask to check tasks. All of this will contribute to the development of writing and reading skills.

The following online service to be considered, can help students well expand their vocabulary as well as improve their reading and listening skills, because LinguaLeo offers language learning based on materials that are very interesting for users, in particular: audio books, songs, videos and texts that have been posted on public resources or downloaded by other participants.

The Lang-8 online service is a wonderful resource for developing writing skills and abilities. There are no entertainment or game elements on the site; the resource is designed for serious and motivated people. Users can write texts in a foreign language, which they study, and then they are checked by a native speaker of the respective language and all the mistakes the performer has made are corrected. The site makes it possible for the users to add pen pals by specifying which language a friend should speak. On Lang-8, you can find people who want to practice speaking via Skype. When writing messages, students have the opportunity to develop a number of important skills, in particular: the use of complex, not typical for oral speech structures, using not only the active vocabulary, but also recalling words from the passive vocabulary, using dictionaries and reference books, thinking over words and sentences.

Thus, the analysis of even such a small number of online services makes it possible for us to understand that a universal resource for independent language learning, which would help to equally well develop the skills and abilities of listening, speaking, reading and writing, hardly exists. Each individual service focuses on the development of certain skills and abilities, and only a successful combination of resources can provide comprehensive training and effective organization of students' independent work. Of course, the leading place in the system of distance learning is played by the teacher, who is responsible for a balanced choice of a distance learning platform, which will be the basis for building an appropriate methodology of foreign language teaching. It is the teacher who can provide students with advice on how to successfully organize their independent work using modern online resources.

To develop online distance learning courses in a foreign language, many institutions successfully use the system of distance learning Moodle that presents a free electronic educational environment with a simple and clear interface, adapted for various devices with different operating systems that makes it possible to design and build educational courses in accordance with the needs and requirements of the educational institution. The choice of this platform is due to its characteristics such as openness, free-of-charge and convenient management system. Additional benefits of the e-platform Moodle are uploading and sharing documents; creating HTML-pages online, the ability to create student task groups, online chat to discuss grades; online testing; availability of grade book; built-in glossary; the possibility of corrections, modifications and additions and, etc.

Today, the system Moodle is very popular around the world. It is used in various fields, particularly in education for learning different disciplines. Language disciplines are no exception. Although the system is not designed for their learning, but it has all the necessary tools for creating e-Learning tools, including foreign languages. Teachers can create multimedia EERs in Moodle for organizing the educational process in language disciplines. This is primarily due to the fact that multimedia is the interaction of visual and audio effects under the control of interactive software using modern hardware and software. Multimedia combines text, sound, graphics, photos, video in a single digital representation. Integration of sound, motion, image and text creates a new unusually rich educational environment, with the development of which the degree of student involvement in the learning process will also increase [17].

The analysis conducted by K.R. Kolos shows that the Moodle distance learning system is also a convenient platform for solving educational tasks in postgraduate education institutions and thus implementing the principle of "lifelong learning" [18].

The methodological basis of a distance learning course is the leading scientific approach to the organization of the learning process. The creation of distance courses is based on the principle of "social constructivism", which provides for the use of innovative forms of pedagogical interaction and contributes to the intensification of the learning process. Distance course should be

characterized by interactivity, flexibility (the ability to manage and change the content), the use of hypertext technologies (links within the course and to external sources), accessibility (no need to know programming languages, the establishment of special programs), ample opportunities for knowledge assessment and control.

Course objectives should be developed in accordance with the competence approach, providing for the integrated formation of competences of reading, speaking, listening and writing. To this end, the presentation of material is carried out in the form of text and audio files, and each of the course blocks provides written assignments. As part of the communicative-activation approach, students are immersed in real communication situations in a learning environment. The implementation of a person-centered approach allows you to take into account the level of foreign language training of each student, the degree of correctness to the study of a foreign language, individual needs for additional knowledge, and also diversifies the learning process with a variety of forms of material presentation in accordance with the needs and interests of students.

In distance learning classes, students have the opportunity to revise the material, perform language and conditional speech exercises, test assignments, search and creative assignments, develop reading, listening and writing skills, and the like. The main components of the course are lessons-modules, consisting of information and training forums, training presentations, interactive exercises (audio and video), tasks, tests, and links to Internet sources.

The Moodle platform offers other tools that have been used by teachers to organize foreign language learning in a distance format, such as “Forum”, “Tasks”, “Glossary”, “Test”, “File”, “URL” (web links) and others. For example, the “Glossary” tool is necessary for students to record the basic concepts used in the course materials. Also, students have the opportunity to write in the glossary unfamiliar words and phrases, allowing them to share knowledge, and the instructor to form an opinion on what causes students’ difficulty. The “File” resource allows the instructor to provide a file as a course resource. Where possible, the file was displayed on the course page; otherwise, students were prompted to download it. Some files may contain supporting files, such as HTML pages drawing embedded images or multimedia objects. “URLs” (web links) are used as a methodological reference for students, additional material on the topic for reading, listening, and discussion.

The “Tasks” tool allows using a wide range of different types of tasks, determining their sequence, indicating the value in points, the number of possible correct answers. In our course training, exercises mainly included tasks with a choice of answer variants, as well as exercises providing for a short textual answer. For example, the skip word task is used to practice question words. For example, English language students are offered question sentences with blanks at the beginning of the sentence, where they must insert the desired question word, and with an explanatory word or phrase in parentheses at the end of the sentence:

- 1) _____ didn't you like the event? (Because it was boring.)

2) _____ did David work in a team of specialist engineers in Manchester? (David has several years of professional experience.)

To consolidate and practice the formulation of special questions, exercises involving a textual answer in the form of a sentence are used, as well as tasks of the type “Yes/No”. In “Yes/No” tasks, students should determine whether there are mistakes in the question sentences, give a positive or negative answer, and explain their choice, that is, if there are mistakes, offer a corrected version.

1) Did all researchers come up with certain hypotheses?

2) Do greenhouse gas emissions lead to global warming?

Yes/No

Explanation: ...

The “Test” resource is designed to assess and consolidate the studied fast-paced material and contains questions on the knowledge and correct use of lexical and grammatical material.

To develop students’ communicative and speech competence, such form of learning activity as recording podcasts is used in the distance course. This is a creative task aimed at developing students’ speaking skills. The process of creating a podcast in the course consists of several stages: defining the topic, developing a plan for finding the right content and design, searching, recording, joint reflection and feedback of the whole group, editing and posting the audio recording on the course page.

Extensive communication is one of the greatest strengths of Moodle. In the forum you can hold discussions in groups, evaluate messages, attach files of any format. In private messages and comments there is an opportunity to discuss a particular problem with the teacher personally. In the chat, room discussion takes place in real time.

Moodle provides great opportunities for using multimedia in the system. The use of video and audio materials, drawings significantly increases the effectiveness of teaching and students’ interest in learning new material.

Mailings promptly inform all the participants or individual groups about current events: it’s not necessary to write to each student about a new task, the group will get the message automatically. Moodle creates and saves a portfolio of each student: all completed tasks, marks and comments of the teacher, a message in the forum. The system allows you to control the activity of students, the time of their academic work in the network.

The MOODLE system has a lot of features, making it popular among students and teachers. The teacher has the educational-methodical support of the discipline in a structured form, the system helps to keep track of and control students, gives the opportunity to set deadlines for students’ work, software, the European standard on the organization of the educational process according to the modular system, which is required by the Bologna Declaration.

The system allows the use of audio and video materials, the ability to expand, modify, supplement and adjust educational and methodological materials; texts to monitor students’ knowledge, an autonomous system of rating assessment

of students' independent work. The system software protects against unauthorized access, modification and destruction.

For students, the advantage of MOODLE system is a logically structured and complete educational-methodical material, improving the opportunities for independent study of the discipline, the means of testing, the means of performing tasks and evaluation; opportunity for personal participation and assistance to the teacher in the computer support of the educational process. The possibility of participation in the scientific work of students, gives the modular organization of the learning process, gives the possibility of remote learning of materials of disciplines.

The advantage of MOODLE is a large number of different types of tasks:

- off-site response;
- answer as text;
- response in the form of a file;
- response in the form of several files.

Using the educational platform Moodle provides instant feedback on various types of exercises, as students see their mistakes immediately after completing the task. When completing tasks, the teacher has the opportunity to write an explanation, which the student will see after handing in the task and can independently analyze the errors, provides not only control of tasks by the teacher, but also self-evaluation. This makes it possible not to waste classroom time on a detailed check of exercises and analysis of the results obtained, but to focus on the points that have caused the greatest difficulty for students during the practice of a grammatical phenomenon.

MOODLE is currently used by some 19,000 sites from 167 countries. The MOODLE system has both advantages and disadvantages, but the system is being constantly improved.

Accumulating the domestic experience of teachers and the experience of foreign counterparts [19], it is possible to provide methodological recommendations for creating an effective electronic educational resource.

When creating an electronic educational resource, the teacher needs to consider several important factors. For example, in order to make the use of e-learning technology effective, the teacher must:

1. Determine the form (type) of the electronic learning resource or course model, being created, as well as its central figure.

2. Study. E-learning courses require constant work on the part of the teacher, professional development, that is, familiarity with available resources, assimilation of new information technologies, mastery of creative skills for designing and implementing curricula.

3. Create a team of specialists (teachers, IT workers, librarians, administration, etc.), because it is impossible to develop a high-quality e-learning course alone.

4. Explore a new type of interaction with the subjects of learning. The teacher should skillfully use such distance learning tools as e-mail, chats,

discussion forums, videoconferences, etc. This will facilitate the establishment of contact with each individual and group, will be the key to increasing the activity of course participants and a factor in increasing the success of learning.

5. Recognize the role and function in e-learning: set goals that students can achieve in their development and their own interests, choose carefully the methodology that provides for partnership in the process of learning interaction.

6. Involve new technologies in the teaching of distance learning courses, which will contribute to a more effective presentation of new material and better results in learning, since electronic educational resources are an important factor in the success of any form of e-learning.

To unify e-learning courses and resources, teachers should be equipped with a certain scheme of their structure. In our opinion, a technological scheme for creating an e-course can include the following steps:

- preparatory;
- project development;
- course creation;
- testing and approbation of an electronic resource;
- stage of its improvement and replication [20].

All of them are important organizational stages, which are certainly necessary for the promotion and effective use of an e-learning course. Its specificity covers two components: firstly, it is the content essence, that is, the educational subject itself, and secondly, it is the technological component.

In the process of approbation of a distance learning course the following positive results are noted: a higher individualization of learning, optimization of material learning, the possibility of using authentic materials increases, the independence and level of motivation of students to learn a foreign language increases significantly, significant positive results in the formation of components of foreign language communicative competence of students are achieved.

But it should be pointed out that when working with a distance learning course some drawbacks are also noted, namely: technical and certain methodological difficulties in setting tasks, difficulties in the perception of some tasks by students, non-compliance of some students with deadlines for tasks, a large amount of work when preparing materials and, as a result, an increase in the teacher's workload. Of course, the development and implementation of a distance learning course is a rather labor-intensive process, requiring a large amount of time to learn all the possibilities of using distance learning technologies and make the tasks themselves. However, the process of checking such kind of tasks is automated, which, to some extent, facilitates the teacher's work. A nice bonus in the process of using the course is also detailed statistics on the results of the work done, providing information about the number of students who passed the tasks. This allows the teacher to conclude what proved to be difficult for students and needs to be explained and practiced. In general, it is worth noting the positive impact of the application of the distance support course on the results of foreign language learning of students of a technical university.

Thus, as a conclusion we can note the great practical relevance of the use of distance learning technologies in the training of foreign language students of technical universities. It should be noted that the technology of creating distance learning courses and educational sites is a relevant and promising topic for further work, since their use makes it possible not only to significantly increase the effectiveness of training, but also to encourage students to further independent study of a foreign language.

So, distance learning can promote high-quality systematic learning of discipline and orientation in the international legal space in the selection of appropriate methodological recommendations for the effective use of multimedia learning complexes in distance learning of foreign languages. Therefore, further research in this direction consists in the development of such methodological recommendations and their approbation.

One of the ways to improve the quality of formation of foreign language professional competencies and to ensure consistency of pedagogical control is the use of Placement Test – “entrance test”, “placement test” – aimed to determine the basic level of students’ training and their distribution into different-level groups for differentiated creation of the educational process.

Placement Test, which is the initial link of learning activities, helps to improve the process of determining the level of foreign language proficiency taking into account the peculiarities of implementing the innovative distance testing tools, which allows not only to identify basic knowledge of a foreign language, but also to form a “level” group and choose the optimal parameters of the teaching process on the way to foreign language professional competence.

The significance of Placement Test is due to the nature of the learning process as an expedient interaction between teachers and students, which results in the formation of knowledge, abilities, skills, activity experience and personal qualities, the level of which requires control at each stage. At that, control can be defined as “a system of scientifically grounded verification of learning outcomes, including identification, measurement and evaluation of knowledge, abilities, skills and establishing the difference between the real and planned level of mastering the curriculum” [21, p. 26]. The purpose of any form of control is not only assessment, but also organization of further educational process, determining its main objectives according to the previously achieved level, forming in students an objective idea of their own competence and stimulation to master the subject.

An important role in providing educational control is the selection of its methods, namely methods that provide feedback between the teacher and the student in order to obtain data on the effectiveness of learning at different stages [21, p. 26]. According to the established classification, methods of knowledge, skills and abilities monitoring are divided into oral, written, practical, observation method, programmed control and testing, the transition to which corresponds to the concept of modernization and informatization of education in higher education institution.

The main functions of tests in an integral system of learning are: 1) diagnostic, aimed at the most objective, rapid and complete identification of existing knowledge; 2) educational, aimed at the development of students' skills of independent work, their motivation to systematic revision and assimilation of new information; 3) educational, associated with disciplining students through consistency and frequency of monitoring; 4) corrective, which makes it possible to coordinate the content, forms and methods of learning with the identified level of knowledge, abilities, skills; 5) managerial; 6) developing [22, p. 160].

The mandatory requirements for tests are validity, compliance of the material with accepted educational standards, orientation to the specifics and the general goal of the course, the goal and objectives of each of its stages, the goal and objectives of the test; validity, reflection of the most significant, fundamentally important aspects of the course; consistency of structure, complexity, consistency of form and content, balance between theoretical and practical assignments; laconism, logicality, clarity, unambiguity, and correctness of the test material and keys; clarity of instructions and their adequacy to the type and content of the test; uniqueness of the criteria for evaluating the answers, taking into account peculiarities of student groups [23, p. 56].

According to the structure the test includes: an instruction – message in the thematic and target orientation of the test with information about the maximum number of points, the time allotted to perform the test, etc.; the main part of the tasks and test material; keys for closed-type tests; scale (criteria) assessment.

According to the opinion of Yu. Kolesnikov, the advantages of testing are standardized monitoring, objectivity, reliability, predictive validity, minimal time consumption, the ability to assess knowledge in all sections of the course, conduct testing remotely and combine them with traditional methods, considering the specifics of each academic subject and the individual characteristics of students, stimulating the latter, education of responsibility for the results of self-study [24, p. 134]. The disadvantages are the lack of direct dialogue between the teacher and the student, leveling of communicative activity, the likelihood of mechanical memorization of the material beyond comprehension of its content, the presence of elements of chance and guessing the correct answers, the difficulty of creating valid, objective, reliable tests.

An important task of the pedagogical process in teaching a foreign language is the selection of optimal test methods at each of its stages. Thus, Placement Test – “entrance testing”, test distribution into groups according to the level of knowledge [25, p. 303] – can be considered as a component of coordinated with the goals and objectives of the course, holistic, functionally complementary system of test control, whose main forms are entrance, diagnostic, progressive and language. Thus, the functions of Placement Test is an objective determination of the basic level of students' knowledge; harmonization of the subject requirements of secondary and higher education, ensuring continuity between them; development of a model of pedagogical actions to correct deficiencies of the previous stage; the choice of optimal teaching methods in each of the course

shades. The Placement Test acquires paramount importance in an individual, differentiated approach to students and their allocation to groups in order to improve knowledge, abilities, skills and obtain foreign language competences as effectively as possible [25]. The basis for grouping is the European CEFR scale, which contains three basic levels with a sublevel differentiation of each (I – A1 – “survivability”, A2 – “elementary”, II – B1 – “threshold”, B2 – “threshold enhanced”; II – C1 – “advanced”, C2 – “fluency” [26]). Usually the test is written and combines the determination of the level of proficiency in grammar and vocabulary of a foreign language.

Advantages of Oxford Online Placement Test are objectivity, reliability, time economy, automatic scoring, revealing not only grammatical and lexical knowledge, but also skills of their application, adaptability to the level of testing subjects, who perform only those tasks which correspond to the basic level of knowledge, because each next question is determined by the answer to the previous one.

Pedagogical experience of domestic teachers confirms the promising use of computer adaptive tests for “entrance” testing, allowing promptly, qualitatively and reliably determine the basic level of foreign language proficiency. The difference of such tests from traditional ones is that each following task depends on the answer to the previous one. Test results are processed in real time by computer. With the correct performance of the elementary tasks (Elementary) is an automatic transition to more complex tasks, for example, Pre-Intermediate. Completion is the student’s achievement of a certain constant level of difficulty and performance of a number of tasks within it. Placement Test on the site of EIT is effective, in order to give students an opportunity to determine the level of their knowledge of grammar, vocabulary, understanding of texts in a foreign language online in advance.

The written, remote, information computer-based part of the “entrance” testing is advisable to be supplemented with oral, classroom-based testing aimed at identifying foreign language communicative competence with a distribution into four levels: elementary, below average, average, above average, and high.

Analysis of the widespread in the world practice varieties of Placement Test (Inside Out, Oxford Online Placement Test, English First, C-Test) indicates the prospects of their adaptation in domestic HEIs. At the same time, the integral theoretical and methodological justification of Placement Test expediency in the system of distance education in domestic HEIs is still missing, which actualizes further scientific research [27].

The informatization of education and unhindered access to information sources has primarily affected the organization of the educational process. Whereas previously, the teacher was limited to only readable material, today materials on various media are available to the teaching process. One of the new ways of teaching foreign language, which in the last ten years is being implemented in all spheres and at all stages of education, is the use of multimedia technology that fully realize the educational, social and spiritual potential of the

individual and ensure the activation of all spheres of activity. The use of information and communication and communicative technologies in the educational process even today points to great prospects in the plan for the development and intensification of informational learning.

Despite the fact that distance and e-learning in the education system is being studied quite intensively, there is no unambiguous definition of understanding and general understanding of the specifics of different types of e-learning. The current definitions are somewhat similar, but the scientists' understanding of the essence and practical use of e-learning in the educational process differs, primarily due to the peculiarities of their sphere of use. Also, the classification of e-learning forms, the definition of the scope and feasibility of their use in other educational institutions is still open.

Modern people seek mobility, unhindered access to information sources, and the education system is in a state of change and modernization and is open to a variety of innovations. It is committed to the endeavor and must offer new, appealing, relevant and future-oriented educational propositions that are welcomed and recognized by the public. First of all, it concerns the education of adults and the system of raising the qualification of specialists of different levels, profile and specialization. The system of foreign language education must become especially flexible in today's conditions, since today a foreign language is considered not only as a subject, but also as a classificatory feature, regardless of the type and strain of professional training. European integration has led to the fact that today each state has to train professionals for foreign language communication, despite the presence of foreigners, who although are present on the territory of the country, but do not often speak the language. Also it should be taken into account that migrants and foreigners, who temporarily stay in the country, expect to be understood in order to solve administrative issues and at the level of everyday communication expect to be understood.

Learning any language includes communication both as a means and as a goal of learning. Foreign language education is essentially the teaching of communication in all its manifestations, so the emergence of various information and communication tools and their introduction into the educational process could not but affect the organization of the educational process and the system of foreign language training in general. Educational institutions nowadays offer courses in foreign languages within the limits of traditional and distance learning, which involve the use of new technologies.

The concept of "e-learning" is understood in a broad and vague sense. In a broad sense, e-learning should be understood as the educational process using any computer or information and communication technologies. Also, distance or traditional learning, which takes place using a computer or the Internet, can be considered e-learning, at least as far as other modern education is concerned, since most foreign language textbooks are part of educational and methodological complexes that include sound support and computer programs to provide for the formation and development of skills in all kinds of language activities. In the

narrow sense of the word e-learning means a form of organized learning in educational institutions, which does not require personal contact, and is based solely on contacts through the use of information and communication and telecommunication technologies.

The education system responds to the development of technical capabilities of the educational process organization, primarily by expanding the offer. In recent years, these innovations were distance learning tools, especially e-learning, namely E-learning, M-learning, Blended Learning.

It should be noted that in the pedagogical literature of some European countries within the limits of traditional learning apart from electronic learning, learning with the use of computers and the Internet is considered. E-Learning is understood by educators primarily as a proposal for distance learning. C. Ribeca gives the following definition of the above concept: “E-Learning in non-school education should be understood as the implementation of concepts of multimedia computer-based learning, which due to the use of interactive forms of work and with the participation and assistance of the teacher enable the individualization of the educational process.

Thanks to the emergence of portable digital media, the so-called “mobile learning” – M-Learning, which is based on the use of various kinds of portable electronic devices, namely: MP3 players, iPods, iPads, iPhones, laptops, netbooks, and mobile phones with appropriate functions.

The concept of “Blended Learning” is understood as blended learning, which combines the elements of face-to-face and distance learning, that is, it includes both phases of physical presence in the classroom, and phases of distance learning, namely self-study of educational material with further discussion, consultation and communication via computer and the Internet. Traditional teaching has always combined elements of supervised (with the teacher present and with his/her active participation) and self-study (based on various kinds of devices, especially a handbook and workbook), which required active participation of the student. Old and new forms of education initially differed only in the degree of importance of the part of unqualified self-study. While traditional forms are based on work in the classroom, within the framework of mixed learning the part and significance of self-study increase significantly, and the use of information and communicative technologies takes place in the phase without direct contact of the subjects of the educational process.

Analyzing the nature of interaction between the subjects of the educational process in the use of information and communication technologies, S. Baier notes that there are two main forms of such interaction: virtual and partially virtual. In the case of virtual training, communication takes place exclusively by means of a computer (chat, videoconference, forum). Communication under these conditions is limited to the use of certain channels, which means that this form of education is not ideal and should be used only in those cases where there is no possibility to use other forms of education.

Particular attention should be paid today to the network support and those Internet capabilities of communication, which in studying foreign languages are of great importance through the specifics of the subject. The most informational and communicative tools are Zoom, Google meet, Skype, chat rooms, electronic leaflets, forums, or all together through the use of the educational platform. They bring communication to natural conditions, giving it signs of authenticity, spontaneity, non-violence. A lively conversation with native speakers or with those who also learn the language gives you the opportunity to gain some experience, to avoid uncertainty, to test your own knowledge in practice, and to identify those aspects you should pay special attention to.

The use of information and communication technologies in education is carried out within the framework of E-Learning, Blended Learning, learning with the help of the so-called educational platforms, as well as within the framework of autonomous learning and lifelong learning. E-learning is already an obvious phenomenon for other forms of education, but the broader possibilities are offered by blended learning, where the phases of presence and interaction are partial and mandatory. Researchers of the problems of learning foreign languages within the part-time and distance learning criticized the absence of the practice of communication, but thanks to the appearance of technical possibilities of communication regardless of the place of residence of both the student and the teacher this disadvantage has been eliminated to a certain extent.

Within the boundaries of supervised and non-supervised teaching the same informational and communicative tools are often used, but their effectiveness depends on how appropriate this or that tool is for achieving a certain pedagogical goal. Thus, the most appropriate for the guided learning is the use of interactive tasks created with the help of Hot Potatoes program, tasks created with the help of ZARB program, Podcasts used for the development of listening skills, creation of learning platforms (Moodle).

Further study is required on the feasibility of using certain forms of e-learning at different stages of education, certain multimedia programs for the acquisition of certain communication skills in the field of general, vocational, higher education, advanced training and autonomous learning. The effectiveness of any particular multimedia tool depends not only on its quality, but also on how well it meets the pedagogical goals, the age of the student, his ability to interpret the material on electronic media, as well as the teacher's professionalism.

The development of modern information technologies has become a prerequisite for their widespread use in the system of higher professional education. The problem of selecting the most effective innovative methods aimed at optimizing the learning process, creating the most favorable conditions for learning material assimilation, and transferring students to the position of an active subject with the right to independently choose conditions and means of mastering necessary competencies, and the teacher to the position of a communication partner, facilitator and learning organizer is topical and important today from the pedagogical point of view. The task of a modern teacher is to train in-demand

specialists, requires the ability to work in updated pedagogical situations, mastery of different types of activities: research, innovation, design, communication, and the like.

A promising direction and one of the key competitive advantages of modern educational institutions is the use of information and communication educational technologies, in particular the method of blended learning (“blended learning”), which is becoming increasingly popular, especially in teaching a foreign language. This method makes it possible to plan the time of both the teacher and the student in the most effective way, introduces accessibility, openness, mobility into the educational process, and makes the process of learning a foreign language interesting and accessible.

In scientific research there are several terminological options for defining the concept of “blended learning”: hybrid, combined (mixed-mode), integrated (web-enhanced). However, despite the difference in the name, the core of this model of learning is a rational combination of traditional and electronic forms of learning, which makes it possible to use their positive aspects and minimize the disadvantages.

In distance learning there are both traditional, discussed above, and new forms of organizing the learning process. In the practice of distance learning, synchronous (real-time (on-line) communication) and asynchronous (off-line) learning methods are used. Synchronous learning systems imply simultaneous participation of students and the teacher in the learning process. Asynchronous systems do not require students and the instructor to communicate simultaneously. Mixed systems are systems that use elements of both synchronous and asynchronous systems.

Certainly, with synchronous methodology, the instructor becomes the primary active organizer of the learning process. Asynchronous methodology places greater responsibility in the training process on the student, his motivation for self-learning, because it is the student who chooses the individual pace of learning, adjusts it in the process of taking a distance course. The teacher acts as a consultant in this case. Recently, most educators have come to the conclusion that the greatest efficiency in distance learning can be achieved by using mixed methods of distance learning, that is, a combination of elements of synchronous and asynchronous educational methods.

The synchronous training format, as opposed to asynchronous, means real-time collaboration. Its advantage lies in the fact that it is possible to engage participants instantly and at a specific time. It is a “live broadcast”: Education applicants communicate directly with educators through means of communication. This can be a video or audio link, chatting. The synchronous mode of education is mainly implemented in one of the new organizational and methodological forms: webinar, videoconference, virtual classroom and online training.

Synchronous learning means quick and direct feedback from both the instructor and the students. Responses and reactions are provided in real time. Almost as much as in a regular class. Of course, there are technological

limitations, which mean that only one person speaks at a time, and not all participants can be seen on the screen at the same time if there are many of them. However, synchronous learning requires an online presence at strictly defined times. This can be a problem, especially when there are multiple people at home with schedules imposed. A certain amount of the synchronous class time is consumed negotiating technical hurdles, interrogating and clarifying through unforeseen connection interruptions, and other organizational issues.

The asynchronous mode, on the other hand, involves working according to one's own schedule and at your own pace, and takes maximum advantage of blended learning. This makes it possible to master the material based on one's own understanding rather than the pace of the rest of the group. At the same time, the asynchronous mode can give a feeling of greater isolation, because the sense of learning community is reduced if it is not specifically maintained. Besides, it requires from students quite high self-discipline and a developed ability to manage their time, which can be quite difficult, in particular if there is no previous experience of such work.

Given the above, the subject of current research on the educational process becomes the format of distance learning of foreign languages, which combines the advantages of synchronous and asynchronous learning, makes it possible to provide effective management of distance education, and is also effective to support face-to-face courses.

The asynchronous mode of learning means the interaction between the subjects of distance learning, in which participants interact with each other with a time delay, while using interactive educational platforms, e-mail, forums, social networks, etc. We can say that it is a mode of more independent learning, which is simultaneously supported by the teacher using appropriate digital tools.

Asynchronous learning refers to the idea that students learn the same material at different times and places. The asynchronous learning format is also referred to as local independent learning because this format involves the ability to master the program at one's own pace, the availability of learning materials at any time, the development of self-organization skills, and the ability to learn. During the asynchronous distance learning course, the instructor can record short video lessons, explanations, and provide reading and listening materials, assessment assignments, and exams. Asynchronous online learning methods also include streaming video bridging, virtual libraries, posting lecture notes, and sharing whiteboards or information network platforms.

Teachers should specify deadlines for tasks sent for feedback, provide a tentative class schedule for course participants so they have an idea of what they should do and when.

Common innovative forms and opportunities for pedagogical interaction in asynchronous learning include MOOCs, online literature, blog, forum, chat, email.

Asynchronous distance learning is no less important than the synchronous one, since there are applicants for education who require more time for

consolidation. Thus, differentiation for students with special educational needs is provided.

Therefore, having considered the features of these learning formats, it is possible to highlight the types and forms of activities that will make possible the most effective application of each of the above modes. Depending on what model of combination of both synchronous and asynchronous learning is selected by the institution and the teacher, one can fill these components of the learning activities in different ways.

For instance, it is possible to begin a class synchronously, review the material, and direct students to a pre-recorded video lesson and a set of practice exercises and assignments that are handled asynchronously. At the end of the class, there is a return to the shared online space, problem points are clarified, questions are answered, summaries are summarized, and reflection takes place. It is also possible to set aside a synchronous class to perform tasks as a demonstration of certain techniques by the instructor, as well as to take apart student work. Asynchronously in this case there is a consolidation of what has been learned.

It is possible to plan a synchronous class in such a way that a survey could be simultaneously conducted. In this is the case it is advisable to divide the group of students into subgroups, so that some students work with the teacher, answering the question individually or in a small group, and the rest of the group would work asynchronously on pre-prepared assignments. After some time (or the next class) the groups change. Thus, it is possible to organize the online component of distance learning in various combinations of synchronous and asynchronous modes of interaction, strengthening their respective advantages [28].

Modern pedagogical science considers the blended learning model as a form of organization of the educational process in a foreign language, the core of which is a rational combination of traditional and electronic forms of learning. Blended learning is positioned as a single, holistic learning process, assuming that part of the cognitive activity of students is carried out in the classroom under the guidance of a teacher, and the other part is taken to the distance form with the predominance of independent types of work individually or together with partners in a small group. If there is a shortage of teaching time, the use of blended learning model makes it possible to significantly expand the classroom load by attracting virtual environment and information technology.

The content of the concept of “blended learning” is analyzed in the works of foreign and domestic scholars such as J. Bonk, W. Woodfield, C. Graham, L. Dankevich, A. Korotun, A. Krivonos, V. Kukharenko, K. Manwaring, N. Rashevskaya, Yu. Trius, V. Fandi, K. Henry, etc. The pioneers of the scientific approach to blended learning K. Bonk and C. Graham interpret it as a system that combines traditional face-to-face learning (face-to-face) technology, which is indirectly related to the use of computers [29, p. 6]. F. Andrioni describes blended learning as a set of structured learning opportunities using several teaching methods or classes, namely in and out of the classroom [30, p. 15–39].

V. Kuharenko considers blended learning as a purposeful process of acquiring knowledge, skills and abilities in conditions of integration of classroom and out-of-classroom learning activities of the subjects of the educational process based on the use and mutual supplementation of traditional, electronic, distance and mobile learning technologies with student self-control of time, place, routes and pace of learning [6].

The introduction of blended learning technology in the system of higher vocational education is dealt with in the research of K. Buhaichuk, I. Vorotnikov, O. Danisko, Ye. Zhelnova, Yu. Kademi, M. Mokhova, M. Spirina, A. Striuka, H. Cherednichenko and others. Among the main features of using blended learning model scientists name the following: a shift from lecture-oriented technology, in which students become active and interactive not only online, but also in face-to-face classes; increased interactive communication between the student and instructor, the student and student, the student and the course content, the student and external resources; the integrative approach to forming the evaluation mechanism of both the student and instructor [31]. The peculiarities of the application of blended learning technology in the process of teaching foreign languages are considered in the works of A. Bezverkha, L. Kalinina, O. Kostina, K. Lisetskyi, O. Malinko, Zh. Nikolaieva, N. Timoschuk, A. Fandeieva, O. Scherbakova, etc. It should be noted that despite the significant amount of research, the practice of implementing blended learning in higher education institutions has not yet reached a significant level and requires further development.

The introduction of blended learning technology becomes even more relevant today, in connection with the reduction of classroom load in HEIs, since this format makes it possible to use all the advantages of e-learning technologies without losing the strengths of traditional learning, i.e. makes them function in constant interconnection with each other.

Characterizing blended learning, O. Kostina focuses on the fact that this model is not only a combination of formal and informal means of learning, but also a successful combination of different means of teaching educational material (face-to-face, electronic (online learning) and self-study learning) using knowledge management methodology [32, p. 142].

With the shortage of teaching time the teacher is faced with the difficult task of teaching a foreign language in a short time. At the same time it is necessary to take into account the fact that a significant number of first-year students have insufficient foreign language training, and often the teacher has to start almost from the very beginning. The use of the blended learning model makes it possible to significantly expand the class load by involving virtual environment and information technology. Provided that such a harmonious interaction of face-to-face and distance learning process is methodologically well organized, its result will be a high level of students' knowledge. Thus, blended learning cannot be reduced only to the use of ICTs in students' independent work. It is a unified, holistic learning process, which implies that part of the cognitive activity of

students is carried out in the classroom under the guidance of a teacher, and the other part is taken to the distance form with a predominance of independent types of work individually or together with partners in a small group. Of course, this model requires from the teacher a certain training, in particular, to work in a virtual environment.

In addition to general didactic principles (the principle of science, conscientiousness, accessibility, activity, consistency, strength of knowledge assimilation, abilities and skills, visualization, taking into account individual characteristics), in the framework of blended learning implemented are the principles that take into account personal and age characteristics of students, the direction of their training, the principle of stimulation and motivation of the positive attitude to learning, whose main goal is to train and educate competent individuals, capable to get involved in lifelong learning.

M. Bondarev and A. Trach insist that blended learning can be implemented only if certain andragogical principles are observed, to which the scientists refer the principle of priority of independent learning, the principle of joint activities of a tutor and students to plan, implement, assess and correct the learning process, the principle of awareness of learning, the principle of actualization of learning results, which provides the application in practice within the course the abilities, skills and qualities obtained by a student [33, p. 44]. The scientists also call important the principles that take into account the general features and specific conditions of blended learning implementation, namely: the principle of autonomy, flexibility of learning, interactivity, the feasibility principle, the principle of friendly learning system, the principle of adequate distribution of learning activities, the principle of permanent support for students' independent learning activities, the principle of educational space integrity, the principle of mixed presentation of educational information, the principle of ensuring the autonomy of students' learning activities, the principle of compliance of the blended learning model with the actual conditions of learning activities, the principle of compliance of the substantive and instrumental aspect of blended learning, the principle of elective learning, which consist in providing students with a certain freedom of choice of content, forms, methods, sources, means, time, place of learning, and assessment of learning outcomes.

With regard to the professional training of students studying in non-language institutions of higher education, we consider it appropriate to add to these principles the following: the principles of professional orientation, taking into account the degree of professional training of students, which provides comprehensiveness and continuity in learning a foreign language and special disciplines, as well as the principle of necessary and sufficient fundamentalization of professional language training that makes it possible to form, develop and improve the professionally oriented communicative competence to a level sufficient for the implementation of effective professional communication in a foreign language.

Although the core of the learning process is the students' independent educational and cognitive activity, building their own educational route, rather than the teaching process, blended learning does not imply complete autonomy for students. This model provides the teacher with an opportunity to monitor and adjust the learning process. Students, in turn, have the opportunity to see the results of their activities in a timely manner, to receive an assessment of their level of knowledge and recommendations of the teacher to improve it. Teaching a foreign language requires constant and close contact of both the teacher with students and the students with each other, and each party performs its specific functions: the teacher ceases to be a translator of knowledge, and becomes a coordinator who organizes joint activities of students and excites them to independent activity, and the student from a passive consumer of ready-made knowledge becomes an active participant in the learning process [34, p. 71].

Blended learning opens up great prospects for learning foreign languages, as it fulfills both the need for live communication and the need for online reading, watching clips, visual "memorization" of words, brings a game moment and interactivity to the learning process.

The blended learning model develops and enhances the capabilities of the traditional model. For instance, the material of lectures can be presented electronically on slides and be available for independent study or revision by students, practical classes can be held in the form of webinars, where there is a discussion of the topic and hands-on skill practice. Consultations are possible with the help of such tools as chat, forum, Skype, giving students and instructor the opportunity to communicate and work together.

The teacher, who mainly performs the role of tutor in the process of blended learning, in his work should thoroughly approach the selection of electronic learning materials that he uses in his work and recommends to students. In the Internet one can encounter a lot of educational sites offering courses aimed at inreaching vocabulary, forming and improving skills and abilities of viewing, detailed and intensive reading based on both the textbook and the Internet, forming and improving the listening experience based on authentic video materials; improving the writing skills by participating in forums on problems studied in the curriculum; effective development of grammar and lexical skills, etc. The teacher's task is to determine the value of the course, to suggest its effectiveness specifically for students of a particular learning profile. It would be appropriate for the teacher to create a resource map, which would indicate the main and additional learning materials, links to the Internet resources that can be used by the student.

Based on our own experience of using the blended learning model in teaching English to non-language students, we recommend, first of all, such online tools as video lessons, webinars, audio podcasts, sites for communication, offered on their portal by the British Council. The use of the free specialized online course "Understanding IELTS: techniques for English language tests" (<http://www.britishcouncil.org.ua/english/mooc/understanding-ielts-techniques>),

specialized portals with both theoretical and practical materials also proved effective.

The distance learning content should be organized in such a way that it is available for use at any time. The student should be able to see the necessary material online, track changes in his rating in the electronic journal, check his knowledge of the topic by testing, if desired, get acquainted with additional sources from the studied topics, using audio or video lessons, presentations, etc. An important feature of blended learning in this case is the opportunity for the student to be active and independent in obtaining knowledge, as noted above, to determine their own educational route, working on individual and group projects. Each student chooses for himself the material that corresponds to his abilities and current level of knowledge of a foreign language, using the opportunity to vary the complexity of the educational material and the pace of work on it.

F. Saba rightly notes that the presence of a communicative environment reproduced with the help of modern ICT does not yet mean the automatic emergence of interaction between the subjects of the distance learning process. To ensure a quality educational process in distance education it is necessary not only to overcome the audiovisual barrier, the two-way communication between the student and the teacher, but also a specialized learning environment providing a mutual dialogue [35, p. 13]. It is important that the formation of such an environment is based not so much on technical but on pedagogical principles.

Active implementation of distance technologies in the educational process has opened up wide opportunities for distance learning in the formation of new organizational and methodological forms in student learning. Let us name those that are actively used in the educational practice today.

The forum is the most common form of communication between teachers and students in distance learning, combining other forms: chat, webinar, web-conference, etc. Each forum is dedicated to a particular problem or topic. The teacher-moderator of the forum carries out the discussion, stimulating it with questions, messages, new interesting information. The forum software allows the attraction of various files of a certain format and size. Several forums can be united into one, for example, during the work of a group of students on a project, forums can be created for each small group for the purpose of communication when solving the problem set for this group, then discussion of the general problem of the project by all participants of the educational process (web conference) takes place.

The blog should be attributed to asynchronous teaching methods and can be defined as a form of keeping one's own diary on the Internet. This is a form of communication in which the right to publish belongs to one person or group of people. In the learning process the blog is used, for instance, in the following way: a student, having completed a certain task (essay, message, and report), places it on the site of his online diary (blog), then other students get acquainted with it, comment and discuss it.

Chat classes –are training sessions carried out with the use of chat technologies (i.e., skype). Chat classes involve both text communication and contact via voice or video. The text chat is the most common. The composition of participants in the chat is determined by the goals and objectives of the specific lesson. So, chat can be organized for the whole group of students, its part, classes in a particular educational project, as well as for a particular student who needs the teacher’s counsel. Chat classes are held synchronously, that is, all participants have simultaneous access to the chat.

Videoconferencing is one of the most modern forms of distance education, the significant advantage of which is the ability to see and hear your interlocutor on the screen simultaneously, creating the effect of direct communication, to work simultaneously with several audiences of students located in different geographical locations. Videoconferencing is a discussion, decision-making, defense of projects taking place in the online mode.

The webinar is a form of interactive training session in which students make presentations, ask questions, participate in discussions, and debate. The webinar conducted by a teacher using a variety of software and network resources, providing a high information content and activity of students in real time. Among the tools used in webinars, we will name the presentation (demonstration of slides, images, diagrams), video and audio materials, the electronic whiteboard, which makes it possible to make notes, drawings and the like. Webinar gives the opportunity to fully recreate the conditions of joint organization of training, as it is inherent in the main feature of the seminar, namely the interactivity. The speaker makes a report, participants ask questions and the speaker answers them. At the webinar, as well as at the usual seminar, there is an opportunity to interact with the presenter, that is, to perform his tasks, answer his questions and ask your own.

To organize students’ research activities in the process of distance learning, such a methodological form as a web-quest has proven itself well, the main purpose of which is to give students the skills to use the information obtained with a practical purpose. The Web-Quest is a problematic task with elements of role-playing, which uses information resources of the Internet. This technology contributes to the development of critical thinking, analysis, synthesis and evaluation of information.

Let us also add holding Internet Olympiads, creative competitions, projects, the possibility of convenient and prompt use of glossaries, electronic textbooks, Internet publications, the opportunity to carry out interdisciplinary links with other academic disciplines and the like to the new organizational and methodological forms of the educational process in the HEI, which makes distance learning possible,.

Nowadays, blended learning is practically the only form of the educational process without any alternative. However, it is necessary to pay attention to certain shortcomings of this educational form: insufficient readiness of information and educational environment of higher education institutions to support the holistic process of e-learning and implementation of the blended

learning model, lack of teaching methods in an electronic environment and the necessary competence of teachers in developing a content for it, as well as their unreadiness to move to a new quality – tutors who supervise the educational process. The obstacles to the implementation of blended learning model can also include the lack of a regulatory framework governing the development of electronic educational resources and distribution of the teaching staff workload causes teachers' apprehension and reluctance to work in an electronic environment [36, p. 76].

Despite the obvious effectiveness of the methods and the objective benefit of optimizing the modern education with blended learning, there are a number of problems that may arise during the implementation of the technology:

- problems related to financing the development, creation and implementation of a learning content;
- shortcomings in the training of professional teaching staff to work in an online environment;
- different level of knowledge and skills of students to work with applications that are used in the blended learning;
- insufficiently high quality of technical means of education applicants and educational institutions.

Despite the prevalence of Internet technologies, they are relatively new to HEIs, which has led to a shortage of skills and technical backlog of available materials. The above problems can be solved by the step-by-step centralization of the blended learning development by the Ministry of Education of Ukraine.

The blended learning should be introduced in stages, using the existing platforms, messengers, and social networks, which have become widespread. There will be no problems with them, since they have become one of the reliable forms of communication of modern students. The instructor should begin to translate some of the classes into communication in the form of forums and small groups, reducing the task to file sharing and simple testing.

In the process of transferring the teaching-learning system to a mixed system of education, the first stage can involve such elements to transfer some of the materials into an interactive form:

- delivery of lectures in the form of presentation materials and online courses;
- seminars with elements of practicing skills of future online communication;
- verification, adaptation and use of third-party textbooks in the electronic form with multimedia applications;
- online lectures in the form of chat rooms and group conferences;
- individual and group projects designed to develop students' application skills that will later be used in blended learning;
- creation of a virtual classroom;
- creating audio/video lecture material.

The educator must prepare his students for online work, develop skills, and test the adequacy of their perception of the material interactively. Starter sessions in blended learning should be divided into three phases:

- the preparatory stage, that is to check the work of applications and systems, discuss the theses of the material to be discussed online;
- testing, consolidating and checking the knowledge already learned, and discussing new topics;
- the results of the online lessons and work on the new material according to the plan outlined during the online discussion.

Effective use of blended learning is impossible without the stage of development and publication of educational and methodical materials in an electronic form, as well as various tools for online testing.

The basic principles of the effectiveness of blended learning:

- purposefulness and detailed algorithm of transition from one type of knowledge delivery to another (rotation of the above described methods of blended learning)
- systematic approach to the students, preparing them for mastering technologies, interactive material, mixing offline and online schedules
- system of testing and determining the effectiveness of online learning;
- ways to analyze the blended learning needs and activities;
- developing scripts for individualized education;
- documentation of blended learning for further submission to the MES of Ukraine to obtain funding for the organization of virtual classes and interactive materials.

Conclusions and recommendations

It is the openness of the learning process on the Internet that will lead to further prospects for the development of blended education. The availability of flexibility in the process of obtaining education and the quality of knowledge will bring blended learning to the “open code”.

The use of distance learning technology in the educational process has become quite a natural result of the process of “ingrowth” of a new information technology in the life of the man of today. Analysis of the practice of development and implementation of distance learning in higher education in Ukraine suggests that most institutions of higher education have accumulated positive experience in the use of distance technologies in the process of professional training of students. But it should be noted that the inefficient use of the potential of distance learning technologies can be associated with both insufficient resource provision and a certain conservatism of a significant part of the teaching staff towards modern forms and methods of learning, as well as the lack of prior training necessary to work in the system of distance education.

The main role in the learning process, of course, will always belong to the teacher, his personality, his qualifications. That is why an important issue becomes

the need to assimilate specific methods and forms, to develop new methodological techniques, to use all the opportunities provided by modern distance technologies.

Thus, the use of the blended learning model can qualitatively change the process of foreign language training of students of non-language HEIs, promote active implementation of new educational technologies, motivate students to continuous professional education, giving them the opportunity to work independently, to choose the pace of learning, the level, and the volume of material by themselves. But all this becomes possible only if the teacher creates a unified didactic complex of information and educational environment, does not duplicate the basic textbook, but enriches and deepens the learning material due to the opportunities provided by modern information and communication technologies.

Analysis of current research suggests that the introduction of blended learning forms is timely and requires further study as an effective mechanism to intensify the learning process, which provides a combination of a variety of forms of pedagogical interaction and promotes more active involvement of students in the educational process.

The obvious conclusion is that the approbation of innovative approaches in foreign language teaching is part of the holistic concept of modern foreign language education, sensitive to the challenges of the socio-cultural environment and open to change. Distance education has a number of positive features that are not characteristic of traditional education, namely: distance education forms a global (national, regional, city, local), fundamentally new educational space; the opportunity to study at a convenient time in a convenient place and pace, unregulated amount of time to master the discipline; parallel training with professional activities, i.e. without interruption of production; the ability to access many sources of educational information (electronic libraries, databases, knowledge bases, etc.); communication via the Internet and via e-mail, with each other and with teachers; concentrated presentation of educational information and multi-access to it increases the efficiency of material learning; in distance learning each student has the opportunity to spend more effort and time on complex and important to him topics for in-depth study; the use in the educational process the latest achievements of information and telecommunications technologies, which likewise makes it possible to teach how to work with them; equal opportunities for education – regardless of location, health, elitism and the student's material security; distance learning helps bypass psychological barriers associated with human communication qualities such as shyness, fear of public speaking, etc.; export and import of world achievements in the market of educational services; distance learning expands and updates the role of the teacher, who must coordinate the cognitive process, constantly improve their courses, increase their creativity and qualifications in accordance with innovations and developments; distance education has a positive effect on the student, increasing his creative and intellectual potential through self-organization, desire for knowledge, the ability to use computer technology and take independent, responsible decisions; the quality

of distance education is not inferior to the ideal quality of full-time education, but is improved through the involvement of the personnel (faculty and teachers) of the highest qualification and the use in the educational process of the best educational and methodical publications and check tests on disciplines [37].

Higher professional education in Ukraine is faced with very difficult tasks. Only providing high quality of educational services one can be sure that higher education fulfills its purpose and creates conditions for the development of the country's human potential. Study of world practice has made it possible for us to conclude that the methodological basis for the establishment of a quality higher education system in Ukraine is a systematic approach to solving this problem. The concept of higher education reform must include the creation of a level system of quality management: at the level of an individual institution of higher education, at the national level and at the international level.

A review of the factors aimed at improving quality shows that the way to quality higher education is through the definition of its proper standards, sufficient resources, high qualification of the personnel, proper structural organization and effective management.

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2.16 NON-FORMAL UBIQUITOUS LANGUAGE LEARNING IN THE PANDEMIC TIME

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Fleeting development of contemporary life, social and economic changes, massive science and technical progress encourage individuals seeking professional and personal development to deepen and update their knowledge using different available forms of activity throughout their lives. Those who eager to be constantly in the stream of self-development begin turning to non-formal education starting from their young years, namely a period of students' life. Non-formal education is actually the means that gives additional opportunities to learn, to gain information and new skills. It ensures the preservation and development of a person's cognitive attitude to the surrounding world, constant desire, and skill to study, and explore own personality.

Getting any type of education – either formal or informal – a person should become able to apply the results of the educational process formed as obtained skills and knowledge in an everyday social and professional environment. Such an ability successfully leads to career self-realization, social integrity and mobility, and quick decision making. But that is actually non-formal education that by its nature is purposed to give more possibilities for freedom of self-expression and creativity in comparison with a traditional more rigid and static formal type.

Non-formal education implies the educational process which is paralleled with the national system of formal education. Distinguishing features of non-formal education are not leading to certification as the ultimate result of education, students' voluntary participation and their active role in the learning process.

Non-formal education may take place either beyond the walls of a higher educational institution or inside it but inevitably outside a traditional curriculum. Its results are not a subject to official certification provided with official diplomas. But characteristically non-formal education may follow the formal one. Meaning, it can be systematic and involve educational goals, formal structure, the fixed term of training, and planned educational results.

Structurally, it may possess all other traditional features of education, which are excellently logical, convenient, and generally accepted, such as enrolment procedure, lectures and seminars, success assessment system, certificates of participation indicating the content of the attended course. But the latter is not

actually intended to confirm the participant's level of academic qualification, meaning, it does not have legal force and is not recognized officially.

Non-formal education is the type of education purposed to meet participant's personal interests in everyday social life and professional communication. It is a fruitful platform open for testing innovative educational approaches and training technologies.

For example, a well-known traditional academic lecture after certain modifications can be a useful means of the non-formal education scope of tools.

Basically, a lecture is the lecturer's systematic consistent presentation of educational material. But current information and communication technologies enable the producers to present lectures of different types, such as distant lectures, lectures-conferences, lectures with special visualization. For example, a lecture traditionally involves an educational problem highlighted in a verbal form by a lecturer. In non-formal education, for a lecture-conference, various Internet and media means are used – educational platforms, information sites, useful links, chats, forums and so on. Traditional seminars can also gain a non-formal framework and turn into seminars-reports, conferences, disputes, etc. Language classes of this format may involve discussions on participants' creative works and essays, commented reading, watching movies with the following discussion, role-play and so on.

As for sources of motivation for non-formal education participants, voluntariness can be considered one of the main features of non-formal education rising on the grounds of a participants' real interest towards the subject of their study. Non-formal education can suggest its various forms with regard to the sphere of foreign language learning including such types of voluntary activity as specialised courses, trainings, webinars, discussion clubs, advanced training courses, etc. While participating, learners gain new knowledge and improve previously existing skills making them increasingly developed, and having a chance to deepen them through practicing in the field of a language's interest. By its nature, non-formal education is learning in action which offers its participants not theoretical, but mostly practical knowledge.

Non-formal education mostly presupposes interaction of the participants within the groups of different size following the rules of teamwork for the higher efficiency of the educational process. It is obvious that communication itself is demanded to be carried out in a foreign language putting participants into strict terms when speaking a foreign language is the only allowed environment for completing the assignments.

The essential part of non-formal education assignments is usually completed in the form of group or teamwork which involves practical interaction between participants via a foreign language. As a result of this activity, learners are provided with an opportunity to gain practical experience of language utilization in real-life situations, to analyse their own mistakes and obtain new knowledge.

The definite feature distinguishing non-formal education from a formal type is the absence of uniform requirements for its framework and outcomes. Even a

structured non-formal education event is not to meet any strict requirements of length being either one-time or periodic, or long-term activity. As a result of non-formal education, qualifications are either not awarded at all or are awarded but not recognized by national education authorities as equivalent to formal education ones.

By its nature non-formal education is amateur and sometimes entertaining. Non-formal education activities are mostly free and are carried out on a volunteer basis by both the organizers and participants. Such activities are becoming increasingly popular because they provide greater freedom of action compared to formal education, contribute to the significant disclosure of creative potential of learners, give them an opportunity to use their language skills in practice, develop education in a non-academic environment, analyse their own success and shortcomings, correct them and, as a result, increase self-confidence and strengthen the desire to move forward on the path to knowledge. Becoming participants of the process of non-formal education, students find themselves in a motivating situation of their own choice, when not due to the requirements of the curriculum or other external influences but only at their request they can participate in various non-formal education activities. The choice of the form of realization of the potential remains at the discretion of a student. These can be language courses, thematic competitions, such as a quiz, brain-ring, and any other, a multimedia project contest, a foreign language students conference, a student's competition and many other options, the purpose of which is based on the participants' own desire, give them an opportunity to develop foreign language skills in the informal environment. Therefore, it is not surprising that students are very interested in an opportunity to express their views on topics that are of common interest to people of the same age and socio-psychological level, and perhaps who focus on a prospective profession. Thus, participating in non-formal education, learners have all the opportunities to express their position on various issues, and, what is the most important fact in terms of language education, to do so using a foreign language. A desire to take part in discussions and mutual assignments expressing themselves and proving own views will force learners to use a foreign language even if they are not sure of their abilities to communicate in a foreign language. The environment where the use of a foreign language as the only way available for communication is an excellent guarantee of improving students' speaking, reading, writing, and listening skills and the development of the personal cognitive qualities of learners.

Non-formal education provides a participant with an excellent chance for self-realization and self-improvement through the acquisition of new knowledge and can be the additional source of inspiration and motivation for learning. That is, formal education is the framework of knowledge that a student can receive, and non-formal education is a superstructure that brings the freedom of creative thought and inspiration to the learning process, complementing basic formal education.

Globally, learning foreign languages in a non-formal format can become a great source of the polycultural development of a personality promoting their self-awareness as a worthwhile member of the universal society. Such a person thoughtfully perceives the history of mankind and native country observing it in progress, feeling responsibility for their own actions as an integral part of the moving forward civilization, realizes the necessity of the intercultural collaboration of nations, accepts ethnical language and cultural rights and peculiarities, stands for political freedoms, is ready for cooperation with other people, and actually becomes the subject of cultural dialogue.

Language education which is currently undergoing substantial transformation also due to the rapid development of digital educational technologies and due to the challenges of the pandemic period is trying to explore new directions. In this vein, ubiquitous learning as a form of non-formal learning which is defined as individual learning anywhere and anytime through ubiquitous computing that is a variety of digital devices and services, including computers connected to the Internet and mobile computing devices (Hwang & Tsai, 2011), can be productively exploited. Permanency, accessibility, immediacy, interactivity, situating of instructional activities, and adaptability are its main characteristics (Chen et al. (2002), Curtis et al. (2002)).

The main issue that arises concerning ubiquitous learning is how to apply and adapt a huge variety of web applications, web-based educational systems and other forms of ubiquitous computing for efficacious language acquisition. Scholars agree that the following adaptation techniques should be realized: content filtering (careful selection and presentation of target materials and sometimes even hiding of unnecessary information), application filtering, polymorphic presentation (with different levels of details) and content ranking for learners to choose the learning objects depending on their needs (Bomsdorf, 2005). Special attention is paid to the use of social media services (social networking sites, blogs, wikis, social bookmarking services, microblogging tools, media sharing tools, collaborative filters, social recommenders, etc.) for educational purposes due to their potential for supporting user-generated content, sharing, communication and collaboration in a foreign language.

Microblogging tools such as Twitter, Edmodo, MySpace can help real-time interaction in the form of exchanging ideas, commenting, discussing issues related to the learning materials, posting updates, etc. In this way communicative competence can be developed which consists of four components: language competence (vocabulary and grammar knowledge); sociolinguistic competence (the use of the language that is appropriate to the social context), discourse competence (ability to understand and express oneself in a given language with cohesion and coherence), and strategic competence (appropriate use of communication strategies, ability to use one's language to communicate intended meaning). At the same time cultural competence which is the ability to understand, communicate and effectively interact with people across cultures can be built in the following directions: broadening the awareness of one's cultural

worldview, forming attitude towards cultural differences, knowledge of different cultural practices and worldviews, and developing cross-cultural skills. The community which forms at these microblogging platforms boosts motivation for interaction due to the sense of belonging to it and the necessity to conform to the behaviour of its members.

Content and media sharing platforms like Dropbox, Box, Google Drive, OneDrive, YouTube as well as photo- and video-sharing platforms like Instagram and Snapchat provide seamless access to all data important for research or learning. The range of capabilities of these services is immense from keeping synced folders accessible everywhere, real-time document co-editing, etc. to getting messages across to their audience in the most appealing way. Information distributed through images, videos, music and live streams has a higher reach than information presented conventionally. Interactive formats encourage the audience engagement as they comment, like, share and tag, increasing language practice.

The potential of YouTube is being exploited effectively for ubiquitous language acquisition: online language courses, TV shows and films in a target language, following language vloggers, comments on videos in a foreign language, work with videos with transcripts and subtitles, songs in a target language, uploading user-generated video materials, for example, digital storytelling videos, translation of YouTube comments, subscription to different language learning channels (Learn English with Misterduncan, FluentU English, Learn English with EnglishClass101.com, Real English, etc.).

Collaborative filtering uses techniques that identify information language learners might be interested in and offer targeted, personalised experiences to them by highlighting products or content types that are most likely to appeal to e-learners based on their traits and behaviour (music, movies, books, research materials, etc.). The examples of the systems that personalize our web experience are Netflix, Amazon, Facebook, Spotify, etc. Collaborative filters support unsupervised learning as they make predictions from ratings supplied by other people which learners may follow in their studying.

The use of bookmarking tools is one of the applicable techniques of ubiquitous learning that may help to boost motivation and engagement and link informal learning to the traditional learning context. Bookmarking tools are online applications that allow students to collect, classify, tag, etc. different online resources and save them online in the application which is accessible from any device with an Internet connection. Instead of just saving necessary links in a favourites folder of a web browser students are able to organize any necessary material in one place and what is more important they can share this information with other Internet users and give them access to this tool.

By utilizing these software applications educators can achieve different objectives. First of all, digital literacy is developed as students learn how to use different applications and deal with authentic new quality real-life resources. Students are taught how to locate and synthesize specific study or topic-related information, to organize study resources effectively, to keep careful record of

important information, and to develop an individual study plan. In this way, student autonomy can be achieved and ways for life-long learning shown. Carefully prepared instructions can make this process engaging, funny and collaborative. The technical potential of these tools allows students to visualize and personalize learning.

Language proficiency is developed primarily such as vocabulary and grammar knowledge on the topic and understanding main ideas and identifying relevant information in authentic written texts and different audio and video materials. All the necessary material can be found employing keywords either assigned by a teacher or chosen by students.

The choice of tools is quite big and can depend on their features and the perceived educational needs: Wakelet, Diigo, Pocket, Google Keep, Scoop.it, Flipboard, Livebinders, Cube for Teachers, Symbaloo, etc. The richness of authentic and specially designed educational Internet multimedia materials now due to this technology can be used more fruitfully and the web-surfing process can become less time-consuming.

Thus, ubiquitous learning which is nowadays a new form of the interaction between humans and computers anywhere and anytime can be effectively utilized as a form of non-formal language acquisition exploiting various resources in different formats that are to be carefully selected considering learners' needs and a language level.

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2.17 DISTANCE EDUCATION: OPPORTUNITIES AND DISADVANTAGES

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Facing Covid-19 pandemic, our country and many other countries as well turned to be not ready to change the learning process from «face to face education» to «distance education». The changes are always difficult, especially in the sphere of education.

Distance education, also called distance learning, is the education of students who may not always be physically present at educational establishment. This usually involves correspondence courses where the student corresponded with the school via the internet. Today, it involves online education. A distance learning program can be completely distance learning, or a combination of distance learning and traditional classroom instruction (called hybrid or blended). The type of educational process was chosen according to pandemic situation [1].

TOP 11 free distance learning systems for organizing e-learning.

1. Moodle

Moodle offers the user various dashboards, the ability to track student progress, and multimedia support. The system makes it possible to create courses adapted for mobile phones and is quite friendly towards the integration of add-ons from third-party developers.

For those who want to make money on their courses, Moodle has integration with the PayPal payment system, which makes the ordering and payment process simple and straightforward. Another major benefit of Moodle is the user community. Unlike many other free LMS, here you can almost instantly get answers to most of your questions by contacting the online technical support base.

In addition, the service offers a number of ready-made templates that you can use to save time and not create a course from scratch. Perhaps at first Moodle will seem complicated and incomprehensible to you, but if you are looking for a program that gives the user the maximum amount of freedom, then do not be lazy and spend a little time studying the Moodle interface.

2. ATutor

This distance learning system has many useful features, from email notifications to file storage.

One of the most striking advantages of ATutor is its customer focus and easy and intuitive interface, which makes this system an ideal tool for those who are just starting to master the world of e-learning.

A tutor also offers the user a number of pre-installed themes to speed up the course creation process. And it should be noted the various assessment tools, file backups, statistics and the ability to integrate surveys.

3. Eliademy

For teachers and tutors, this system is completely free, a small fee is taken from users if they want to take advantage of the premium account.

Eliademy offers eLearning course catalogs, assessment tools, and even an Android mobile app for educators looking to develop mobile courses and targeting people who want to learn on the go. E-Learning Coordinators can easily download courses and send invitations to students to their email addresses.

4. Forma LMS

From analyzing the general level of knowledge to detailed statistics and reporting, Forma LMS boasts a fairly extensive set of available functions.

The service also has a variety of certifications, competent leadership support, and a wide range of virtual classroom management tools, including various calendars and event managers.

This system is ideal for corporate training programs and offers access to an active online community where you can find many helpful tips on how to get the most out of the service.

5. Dokeos

If you are looking for a distance learning system with ready-made course elements, then Dokeos, available free for groups of up to five users, is for you.

This system offers many ready-made templates and e-learning courses and of course authoring tools with which you can minimize the time spent on creating your course.

On their website, the developers offer the user a ton of useful information, including step-by-step video instructions on how to create your own courses. The intuitive interface makes Dokeos a great option for newbies to eLearning and those who don't want to spend time studying instructions.

6. Opigno

The possibilities provided by the Opigno system cannot but rejoice. Certificates, class schedules, forums, authoring e-learning tools, grading systems and video galleries are just a few of the impressive list of functions available to the user.

This distance learning system is written in Drupal, a popular content management system. This gives you the ability to manage curriculum, track student progress, and integrate e-commerce with just one tool.

Opigno also offers the user online polls, instant messaging and chat, which makes it possible to quickly provide and receive feedback and effective collaboration.

7. *OLAT*

Assessment tools for e-learning, social inclusion, and the learner homepage are just a few of the many benefits of OLAT.

In this system, you will also find a schedule, email notifications, the ability to add bookmarks, file storage and certificates.

With OLAT, you can quickly and easily add new users to the system and develop comprehensive e-learning courses. Another interesting feature is the ability to check browser compatibility. With just a few clicks, you can make sure your course material is displayed correctly in all browsers. OLAT is ideal for multi-platform eLearning courses targeting multiple devices.

8. *iSpring Learn*.

This is an Internet service, which means that you do not need to download the program, install it on the server, or configure it. To get started, just register on the site, download training materials and assign to employees.

Features of iSpring Learn: Unlimited storage. You can download an unlimited number of training materials in the LMS: courses, videos, books, presentations. Course editor in PowerPoint. The company has an editor in which you can make an electronic course from a PowerPoint presentation with videos, tests, interactive games.

Mobile learning. Courses can be opened on a computer, tablet, smartphone, even offline, for example, on a train or plane. There are mobile apps for android and iOS Detailed statistics. The system collects detailed statistics and helps to monitor the progress of employees. The reports show which courses the user has completed, what passing score he scored, how many mistakes he made in the test. There are 11 types of reports in total, which can be downloaded to .xls and .csv for further processing.

Webinars. The platform integrates Zoom, a professional video conferencing and webinar service. You can share your desktop, presentation or video, write in public and private chat. The system automatically sends the participants a reminder of the next online meeting and informs about the change in the schedule – everyone does not have to write personally. Webinar recordings are saved.

Installation on the client's server. The provider is ready to install the platform on the customer's servers, in this case the payment for the platform will be one-time. ISpring will update the platform to the latest version once a year.

Disadvantages:

ISpring Learn has a free 14-day trial, but is generally a paid system. However, it is unlikely that less money will be spent on a free LMS: you will have to spend money on your technical support, hire programmers to administer it.

Platform rental. The cost of the platform depends on the number of active users on the platform and prices start at 90 rubles per user per month. The higher the tariff, the lower the price per user. In the case of a paid platform, you get a full service: they will help you deploy and configure the training portal, download materials and start training employees. The technical support staff will solve any question by phone.

Open source distance learning systems give you the opportunity to create and effectively develop eLearning courses, especially if you are willing to spend some time thoroughly learning all the possible functions of the system. In some cases, the use of such systems can affect the learning curve, but the cost savings and freedom in choosing the appearance and content of the course, in the end, covers all possible difficulties. If the distance learning system has its own online community, do not hesitate to familiarize yourself with it before you make the final decision on the use of a particular product.

9. Skillcup

You don't need to read instructions or documentation to create and take courses. Courses are created using the built-in constructor without the help of designers and programmers. The educational content is divided into workouts and posts in the feed. Workouts are one-piece courses on specific topics, consisting of several lessons. The feed consists of short posts on a variety of topics and can be used to announce news, get employee feedback, or review training material. The Skill Cup has a free stock of 5,000+ ready-made images that can be used to create micro-courses, and a free library of 300+ courses on a variety of topics, such as soft skills, sales, finance, health and safety. Library courses can be edited and current company cases can be added. The Skill Cup online learning platform is suitable for quickly launching distance mobile learning in a company.

A training specialist can download the first training materials in a few minutes, register employees and assign training to groups or individually. Employees are trained from personal devices: smartphones, tablets or computers. There are iOS and Android apps and a web version.

10. Zoom

Zoom is a service for video conferencing, online meetings, webinars and face-to-face conversations. With Zoom, a user can quickly communicate with a team or an individual user. The service supports up to 1000 participants and 49 displayed videos on the screen.

You can sign in to Zoom using your Google account, Facebook account or by registering. Zoom interface contains 4 tabs: home, chat, conference and contacts. On the Home tab, the user can create a new conference, join an existing one using the generated ID, schedule a conference and start screen sharing. The "Chat" tab contains chats, chat history from past broadcasts and received files. The

"conference" contains past and upcoming conferences and recordings of past broadcasts. "Contacts" contains the added users with whom you can start a video or text chat.

Zoom conferences are streamed in HD quality. During a conference, the user can turn input devices on or off, chat with participants and transfer files, view participant profiles, and enable recording.

Zoom features:

- Screen sharing;
- Conducting webinars with the possibility of their monetization;
- Setting a custom background without using a chroma key;
- Creation of private and open group chats;
- Integration into the conference of farrowing and headings "questions and answers";
- Function of free IP-telephony;
- Rooms for collaboration;
- Screen sharing from a mobile device;
- Working with Google Drive, Dropbox and Box;
- Ability to schedule conferences and launch them with help. Outlook and Gmail [4].

11. Microsoft teams

Teams is built on Microsoft 365 Teams and Microsoft Graph. Teams provides the same high enterprise level of security, compliance, and manageability as the rest of Microsoft 365 and Office 365. Teams uses identities stored in Azure Active Directory (Azure AD). Teams continues to work even when you're offline or when your network is unstable.

When you create a team from an existing team, the team members, site, mailbox, and notebook are transferred to Teams. For more information, see the Microsoft 365 Teams for IT Architects poster

To customize and extend Teams, add third-party apps using apps, bots, and connectors. Teams allows you to include people outside of your organization in a team or channel by adding them as guests. Part of Microsoft 365 and Office 365, Teams is a powerful development platform that lets you create a true teamwork hub for your organization [3].

Disadvantages of distance education:

1) The nature of the teaching material. This problem is common among younger students. Study materials should take into account the significant proportion of students who enroll with little or no distance learning experience. The learner's foundation is important when preparing teaching materials. It is difficult to prepare lessons according to individual student differences. In addition, we provide similar material for rural and urban students with different needs, experiences and learning environments. If the student is more technical, then he will not hold distance education.

2) Lack of multimedia instructions: more attention is paid to sending printed materials. But there is the doom of multimedia learning tools. The variety of

teaching materials also improves the quality of teaching. Lessons written for students are usually written by teachers who belong to the traditional system, and therefore these materials usually do not have a teaching methodology.

3) Learning Uncertainty: More than traditional learners, distance learners are more likely to have learning uncertainty. These insecurities are found in personal and school issues such as the financial cost of their studies, disruption to family life, the perceived inappropriateness of their studies and lack of support from employers. These pressures often result in higher dropout rates than for traditional students (Sweet, 1986).

4) Lack of feedback or contact with the teacher: since there is no daily or weekly face-to-face contact with teachers, students may have problems with self-esteem and, therefore, such students will be more likely to drop out.

5) Lack of support and services: Talking about it with a real life example, student services such as library services, admission and financial aid are a critical aspect of any distance learning program. The isolation that results from distance learning can complicate the learning process for adult students.

6) Lack of social interaction: learners participating in distance education are not social and cannot answer the question of a social question or thing.

7) The last, but not the least-Internet connection and internet speed. Very often teachers hear from their students, who live in small towns or villages, that the speed of the internet, they have at home is very slow, and that does not give them a chance to participate in the process.

Advantages of distance education:

1) Most researchers say that the first "plus" of distance learning is the opportunity for students to receive education on the job. This is, indeed, a very important argument in favor of choosing this form of education, especially for those who decided to get higher education already in adulthood;

2) There is no need to travel to an educational institution, at least, to do it often. This is especially important for students from the periphery: it leads to a reduction in financial costs, makes it possible to obtain a diploma from metropolitan or foreign universities;

3) Those who are physically unable to be in the classroom due to disability also have the opportunity to get an education. Our university and the author personally have experience of remote work with such students;

4) In our society there have always been and are people capable of "educating themselves", i.e. engaged in self-education, but for one reason or another do not have an officially recognized result of such education – a diploma. Distance learning allows to some extent reduce the dependence of a person who is willing and able to acquire knowledge on their own from educational institutions and, on an equal basis with others, have the opportunity to obtain a diploma of higher education;

5) The opportunity for students to participate in the organization of their educational process: choose the time and place to work with educational material,

determine the speed of learning the material, corresponding to the peculiarities of their thinking;

6) Students' level of conscious attitude to learning rises, they begin to feel responsibility for the result of their learning, learn to rationally allocate time and effort;

7) For a university, distance learning allows you to cover a larger number of students, i.e. increase your target audience.

Thus, distance learning, like any other form of knowledge acquisition, has many advantages and disadvantages. A significant drawback is the lack of a centralized system of certification and accreditation of e-courses, which results in a lot of "hand-made articles" loudly called e-courses and e-textbooks, but in reality they are ordinary word files. An important factor hindering the more intensive introduction of distance technologies into the educational process is the lack of motivation of university teachers to work in this direction [5]. Perhaps the reason for this is the high labor intensity associated with the creation of teaching materials for distance learning, but here you need to realize that in the future, the time and effort costs should be compensated for by reducing the time spent on performing some of the usual types of teaching load.

At this stage of development of distance technologies, our task is to organize the educational process so that new forms of education give, in terms of quality, a result that is at least the same as traditional ones. In addition, there are many questions related to methods of measuring the effectiveness of distance learning. But be that as it may, a huge "plus" of distance technologies is that they allow any person to learn continuously – all his life.

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2.18 MODERN METHODS OF TEACHING FOREIGN LANGUAGES

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The means of achievement of subject and subject results, as well as personal results of students, are educational technologies. The teacher's system of work to ensure the results of foreign language learning must include the implementation of the following technologies: technology of communicative learning, technology for understanding the communicative meaning of the text, game technology, cooperative learning technology, project technology, etc.

One of the most promising technologies of teaching a foreign language and monitoring the quality of education in recent years is the language Portfolio. The model of a multipurpose language Portfolio as a tool to increase the level of teachers' and students' subjectivity in educational activity, self-evaluation of students' achievements in the process of mastering a foreign language and the language they learn, as well as a teaching product-demonstrating tool. Some foreign researchers and educators, including Kristina Coombe, Susan Peregoy, Owen Boyle, and others also consider Portfolio as one of the alternative forms of assessment of students, their progress in learning [1]. In modern pedagogy some scientists, for example, V. B. Uspensky, A. P. Chernyavskaya believe Portfolio is a learning method designed to systematize accumulated experience, knowledge, to define clearly the direction of their development [2]. A number of scientists consider the "Student Portfolio" to be a completely new technology, only making its way in life and consider "Student Portfolio" primarily as a means of learning self-esteem. It is believed that "Student's portfolio" can act as a component of technology of self-study and professional and personal self-development of students in foreign language classes, representing a learning method and a form of organization of student's independent learning activities, undoubtedly, being a means of forming their necessary skills of self-reflection, i.e. self-observation, reflection, a self-assessment tool of their own cognitive and creative work.

As a means of introducing and expanding personality-oriented and individualized learning in higher education, it seems possible to develop the formation of the Portfolio – an educational "Portfolio" of the student (or a package of educational products of the student: Learning-Educational Activities Packet = LEAP).

"Portfolio of the student" is a set of documents, independent works of the student, which reflects his efforts, progress and achievements in one or more areas. At studying a foreign language in higher education the formation of a "Portfolio" of educational production is expedient, to begin with the beginning of the first semester and to continue up to examination. Sample list of methodological products of students included in "Portfolio" may be: 1. "Scoring sheet" – separately or inserted in the diary of foreign language study. 2. Results of diagnostic tests and their analysis. 3. Results of tests and their analysis. 4. Abstracts (individual reading). 5. Description of preparation and participation in all-university Olympiad in Foreign Languages. 6. Description of preparation and participation in students' scientific conference. 7. Participation in the essay competition. 8. Materials of individual project activity. 9. Materials of participation in collective and group projects. 10. Diary of foreign language study. 11. Schedule of attendance. 12. Self-reflection of educational activities for semesters. 13. Self-evaluation of work. It was noticed that students with great interest relate to the practice of compiling their study "Portfolios", work with enthusiasm. They create a holistic picture of objective progress in a particular area.

In the process of organization of students' pedagogical co-occupation while studying the "Foreign language" subject the project activity may also be carried out in the form of a "case" method. Case technologies (case study) are traditionally used in teaching when concrete practical situations are presented to students. Teachers who use the case method, understand its essence differently and it is interpreted as – in methodological context: a complex system which integrates other methods of cognition; – a form of organizing students' independent work; – it is a way to organize educational material (for example, foreign language speaking); – a type of group work; means of teaching professionally-oriented communication in English.

Methodologists and teachers distinguish certain components in the case structure. Thus, each case contains exercises ensuring activation of four components identified in the content of teaching foreign language speaking: motivational, procedural, performance, reflexive. Three groups can represent exercises: 1. Direction providing students with educational and speech situation, topic, problem; 2. Directed to the preparation of discussions, projects, brainstorming; 3. Controlling character. Professionals of the case method claim that every case material should have an individual and unique structure. The competently made case is characterized by clearly marked time, plot, and explanatory structures. Case-method in the methodological context is a complex system that integrates other cognitive methods. It includes modeling, game methods, "brainstorming", and discussion. Three main components in the structure of the case can be distinguished: 1. Introduction: problem statement; names and positions of the characters. 2. The problem – a brief description (from the position of various participants of events). 3. Materials for the decision (scientific, methodical, statistical, literary, etc.).

It should be noted that the methodology distinguishes three types of case presentation: printed, multimedia case, video case.

When working on a case three stages are distinguished: introductory, research, pre-presentation. The work technology, when using the case method, includes three phases: before class, during class, after class, she also specifies the actions of the teacher and students. During the first stage the teacher: 1) Selects the case; 2) Determines materials; 3) Develops scenario of the lesson; the student: 1) Gets the case and the list of recommended literature; 2) Independently prepares for the lesson. During the second phase the teacher: 1) Organizes preliminary discussion of the case; 2) Divides the group into subgroups; 3) Supervises discussion of the case in subgroups; trainee: 1) Asks questions that make understanding of the case and the problem more complicated; 2) Develops solutions; 3) Accepts or participates in decision making. During the last phase the teacher: 1) Evaluates the work; 2) Evaluates the decisions made; the learner: 1) Makes a written report (project) on the topic.

Theoretical justification of case method implementation in the process of students' training is reflected in many researches. This method provides great opportunities for students to form a professional position because the actions in

the case are given in the description of the professional situation. The author distinguishes two types of cases: practical (training students in situations that they may encounter in their future professional activities) and learning (they are dominated by training and educational tasks). When teaching business English the method of solving situational tasks is used in the work with authentic texts containing problem (conflict) information that requires an unusual solution.

At present, the teacher's task is not only to provide students with modern knowledge, but also to teach them to acquire this knowledge independently, to be able to learn it based on already learned knowledge. To achieve these goals we use the technology Web Quest, which is used both in school and in high school practice. Teachers, educators and methodologists study this technology from different angles. It can be used as: a) an educational Web-Quest in foreign language classes at school as a problem task with elements of role-playing, which uses information resources of the Internet b) the use of Web Quest as a form of organizing students' independent work c) the use of Web-Quest technology as a way to increase the motivational activity of students d) the Web-Quest technology as a means of developing foreign language socio-cultural competence of students e) as a number of exercises that can be used in classes and examples of topics within the framework of which work with Web Quests can be organized; with definition of skills and abilities which are formed and developed while working with Web Quests.

"Web-Quest is a didactic structure within which an exciting search activity of a student is planned with the help of the Internet and other media". Web Quest can be qualified as a separate category of learning projects – web-projects. It is a certain form of presenting material by means of setting tasks, and students receive solutions of tasks or answers to questions from different Internet sites. For the first time Web Quest was used by Bernie Dodge (USA) and Tom March (Australia). They suggested this method in 1995. Bernie Dodge classified types of tasks, which were presented in a Web Quest. The types of tasks were as follows: – retelling task, – compilation task, – mystery task, – journalistic task, – situational task with specified conditions (design task), – creative product task, – a consensus building task, and many others. These forms of work are aimed at practicing not only the types of speech. The main focus of web-quests is on the development of communicative and verbal skills (searching for information, summarizing the readings, drawing conclusions, expressing and arguing one's point of view) [3].

The Web Quests can cover a separate problem, academic subject, and theme, can be interdisciplinary. The results of the Web-Quest, depending on the studied material, can be presented in the form of oral presentations, essays, etc. The result of this work can be their own multimedia web pages and websites on a given topic, compiled from the materials obtained during the work (texts, photos, graphics, video clips, and sound materials). These pages may be posted on the university's website. The results of the work can be electronic multimedia presentations in Microsoft PowerPoint format or any other, which can also be placed on the University site or within the educational network of the University.

It is also possible to publish the results of Web-Quests in printed form (brochures, works of students) on the materials obtained from the Internet.

Usually, work on the Web-Quest begins with the problematic question or with the creation of a problematic situation, which should motivate the student, to stimulate his interest in the problem. After the introduction of the topic, students are offered tasks prepared by the teacher, depending on the topic and the level of the student. To organize the work on the assignments the teacher should make references to printed sources, as well as links to sources on the Internet. All this provides a focused search of the necessary information. Web-Quest also includes presentation of the results of searching work in the form of slides, Internet page, HORD document or in any other electronic, printed or oral form. At the end of the Web Quest, students have the opportunity to critically analyze and evaluate their work and the work of others. The instructor, in turn, can evaluate students' work. In the process of working on the Web Quest, the center of knowledge achievement is the student. The teacher ceases to be the main source of knowledge for students. He or she becomes a person who helps students effectively master the knowledge they have acquired. He or she formulates tasks, finds sources and references on the Internet, performs an advisory role, and creates a learning environment in which learning takes place within the framework of a creative learning workshop.

G.A. Vorobyov in his work examines the use of Web-Quest technologies as a means of developing foreign language sociocultural competence of students, gives a definition of Web-Quest, describes its structure and advantages of using Web-Quest technologies, functions of Web-Quest technologies in the learning process, offers various forms of Web-Quests. The author has created web-Quests for the development of students' sociocultural competence and methods of their usage; he has developed some recommendations for creating web-Quests and their usage in teaching foreign languages and cultures [4].

According to Bernie Dodge, the Web Quest has a clear structure: the Introduction, the Task, the Process, the Evaluation and the Conclusion [3]. The Web-Quests should be built according to a special "formula" and consist of the following obligatory parts as applied to educational activities at a university:

- Introduction, in which the student is introduced to the problem, the situation, the background information (Introduction).
- Executable and interesting task (Task).
- Set of sources of information selected by the teacher, necessary for the performance of the task (Resources).
- A description of the process, which leads students to the assignment. (Process).
- Conclusion, which summarizes the quest, reminding students what they have learned and, perhaps, giving directions for further work on the topic (Conclusion).

The following seem to be viable forms of work with web quests:

- Creation of short-term Web-Quests on the linguistic-country study and problematic topics. The result of the work can be discussions, round tables, small presentations.

- Creation of medium- and long-term Web Quests, which can be carried out by students partly in class, partly out of class, while working independently in computer labs.

- Creation of Web Quests by students themselves. This option can be used in the senior year or in the master's program.

Among the advantages of using Web Quests, the following were identified:

- authenticity of text material and increased motivation;
- development of thinking skills;
- collaborative atmosphere. Web-Quest technologies provide for the learning process;
- virtual socio-cultural environment of the country of the studied language;
- authenticity of the materials used on the web;
- motivation of students for independent cognitive activity;
- development of students' information culture as a necessary component of general cultural competence of a modern personality.

Among other advantages of Web-Quest technologies we managed to establish a creative nature of their performance, on the one hand, in an atmosphere of cooperation and sense of responsibility for the success of the common cause, and on the other hand, in a spirit of competition and high motivation for success with real and tangible results of their own work. In addition, students with great enthusiasm and high motivation perform work with the use of the Internet. Multimedia content and hypermedia structure of the Internet, the authenticity of materials create a feeling of presence in the language environment and freedom of choice for students remove the restrictions within the limits of a textbook. Among the obvious advantages of using Web-Quests in the educational process is learning in an atmosphere of cooperation and responsibility of each student for the success of the project as a whole (cooperative learning). All of these factors are one of the main reasons for the high efficiency of technology Web Quests.

In conclusion, it can be noted that all these factors, along with the wealth of information and saturation of the Internet with socio-cultural information, and the result of completing the quest, which has a real value and application in further academic and professional activities of students, are one of the main reasons for the high efficiency of technology web-quests. It seems promising to create a constantly filling Web-Quest bank in a unified information educational network of universities and on their websites according to already existing scientific prerequisites. The Web-Quests can be used for part-time and distance-learning students, which are included in the list of tasks for individual work also for extracurricular work on a full-time basis. Students have to prepare their assignments in the form of a control paper. Due to the fact that the modern man is in a continuous process of acquiring knowledge, the introduction of Web-Quest in the learning process allows the student to independently organize his learning,

regulate and direct it. Thus, Web-Quest is based on the constructivist approach to learning. It allows to use Internet resources effectively in the learning process and successfully build motivation and interest in learning. Web-quest methods application in work with foreign language students helps to create sustainable interest in learning a foreign language, improve speech skills, encourage students to read fiction, journalism, and specialized literature in a foreign language, improve intellectual abilities of a person, aesthetic and cognitive interest, and the realization of creative potential.

It is considered highly effective also the use of the educational "Portfolio" in the process of learning in higher education, as it is a means of increasing the independence of students in learning activities and their professional and personal self-development. During its creation there is a gradual documented fixation of students' achievements, students have the opportunity to show not only their language skills but also their communication skills, self-reflection, etc., During the studies, students concentrate both on the process and the product of labor; students' high creative and cognitive activity is required: they learn to present the results of their work; students perform a new role in relation to themselves and their classmates – that of assessing teachers; motivation for learning increases because students feel like real participants in the educational process and the teacher and classmates are not indifferent to their interests.

The pedagogical potential of the case method is also very high because it helps to develop the ability to analyze situations, evaluate alternatives, to choose the best variant, and make a plan of its realization.

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2.19 TEACHING IN A WEB-BASED DISTANCE LEARNING ENVIRONMENT: BENEFITS AND CHALLENGES

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The expansion of distance learning, creating distance courses and enrollment in elementary, high school and higher education continues to rapidly expand with no signs of slowing. The demand for online courses is derived from a push “to provide quality education to all students, regardless of location and time”. The need for flexible learning environments for potential learners who are hospitalized, have phobias linked to school environments, are single parents, have been expelled, are dropouts seeking to gain a diploma and many other specific cases and situations that we observe nowadays have led to a growth in the amount of distance learning courses and programs that are offered. Online learning has the potential to create educational opportunities for individuals who may have faced unsurpassable barriers prior to the expansion of online educational programs [2].

All we know that when teaching online, we are no longer dealing with students who are surrounded by other students who are thinking about the same thing at the same time in a protected, one-breaking hour environment dedicated to a subject. Now students are surrounded by all these interruptions that don't have anything to do with it. We all have lots of things competing for our attention [1].

In every classroom, there are students who always have their hand raised to participate, and those who are hesitant to engage. Whether they're introverted, tend to think awhile before they contribute, or are just having a bad day, it can be hard to bring students into discussions who are reluctant to add their voices [13].

Challenges

The challenges of getting students to participate have intensified during distance learning, we've heard from many teachers. Digital platforms can create added communication barriers by making it hard to know when to talk, for example, or how to read subtle but important elements of discourse like a person's body language and facial expressions [4]. Additionally, online discussions are often hindered by variability in students' access to technology and by privacy concerns, and consequently many teachers have had to rely on students' submitting work over isolated channels like email, which can leave back-and-forth between peers (and between students and the teacher) by the wayside. Getting students to contribute in virtual classrooms takes some work, it turns out. The absence of peer interaction can negatively affect some aspects of the learning process. Furthermore, explaining that the “social and emotional aspects of learning are as important as the technical information” taught to students [9]. Although some literature highlights the lack of community as a deficit in the online learning environment, others have suggested that student-student interaction is much less of a concern than student-instructor and student-content interaction.

We would like to offer a range of strategies, both synchronous and asynchronous, to integrate the values and the voices of all students – even the quietest ones.

SYNCHRONOUS STRATEGIES

For synchronous learning, some teachers said they translated traditional discussion strategies from the classroom to live video chats, while others found that digital tools helped boost classroom participation [5].

1. Spider web discussion: During distance learning students led their own discussions over Google Meet. Before the live class, students answered questions independently, and then shared their responses at the start of the meeting as a jumping-off point for a broader class discussion.

While students conversed on video, we should listen and draw lines on a sheet of paper tracking the flow of the conversation, resulting in a spider web. At the end of the discussion, we share the drawing over video, and then asked students to reflect on the experience and what they learned about who talked, who listened, and who built on the ideas of others [10].

2. Using chat to check for understanding: After giving lessons use the Google Chat feature to ask and answer questions or type in emoticons or emoji, like a thumbs-up or thumbs-down, to show whether they understood a concept. The practice will help to check for student understanding and pushed students to engage more with the content.

We can type “T” or “F” for true and false questions while answering grammar problems in the chat box, and some even attempted to write sentences in response to her questions. Typing responses also provided a lot of keyboard practice for students [8].

3. Flip your classroom to stimulate deeper discussion: asynchronous and synchronous instruction worked well to stimulate student discussion during remote or distant learning.

First, we teach new content asynchronously through recorded videos and online activities. At the start of a live class, students briefly summarized the concepts they had learned together and then divided into breakout rooms to solve related problems in small groups. It allows spending less class time in direct instruction – and listening to students at the start of class and in small groups helped him identify, and then address, where students were struggling [3].

4. Adapting think-pair-share to Zoom or Google Meet: Giving more project-based learning activities to students – and allowing them more autonomy over assignments – naturally encouraged richer discussions in virtual learning. “If we give students as much freedom as possible to experiment, research, and pursue interests within our content area, then they inevitably have a lot more to say” [6].

ASYNCHRONOUS STRATEGIES

Some teachers and students said, that synchronous discussions were more engaging because they resembled a traditional classroom [14].

6. Online forums create back-and-forth dialogue: We can use Google Classroom’s question feature to get our class to respond to readings and discussion

prompts during distance learning. When each student comments, we may reply with clarifying questions to create a back-and-forth dialogue and also asked every student to respond to at least two of their peers' comments to create a broader base of discussion [12].

7. Seeing and critiquing peer work through virtual gallery walks: Virtual “gallery walks” give students an opportunity to view their classmates' projects while learning from each other. After the students presented their own projects through five-minute screencasts, they are required to give feedback to at least two other students on theirs.

Using Google Sheets, students provided feedback to their peers by answering the following prompts: What's something new I learned about this topic?; What's something that surprised me about this topic?; What's something I liked about this presentation? The online format gives every student the opportunity to see their peers' work and their assessment on theirs for deeper reflection [6].

8. Moving station brainstorming online: When carousel or station brainstorming activities are conducted in traditional classroom environments, small groups of students rotate around the room to different stations to answer prompts –and view and add to each groups' responses.

To translate this online, we should divide students into groups online and created shared Google docs – or a series of Google slides – for the prompts/questions. Each group left their thoughts under the questions by the assigned date and then followed up by commenting on the other groups' responses the next day. “The strategy still allows them to maintain a sense of classroom community (in a virtual setting).” [14].

Due to all above mentioned we could allocate the benefits of distance learning. They are:

- **connecting** – distance learning platforms allow teachers to stay connected to their students outside of university or school hours in order to exchange resources, videos, ideas, and pedagogical practices;

- **flexibility** – among the benefits of distance learning for teachers is the large variety of different resources such as videos texts, presentations, and quizzes that they can use to adapt their tutoring methods to the learning styles of their students;

- **innovation** – the use of new technologies gives teachers the freedom to experiment in their teaching practice and the ability to make changes if something doesn't work;

- **accessibility** – online platforms that are now available 24/7 allow teachers to develop and create their materials according to their schedules and whenever they want to. It is also important to note that all teaching materials can be reviewed as many times as needed;

- **passion-based learning** – online platforms allow teachers to support their students outside the classroom where they don't spend much time together,

and to give them additional instructions on subjects. It gives teachers the opportunity to lead students to success both during and after classes [8];

- **efficiency** – the benefits of distance learning for teachers include the ability to receive constant feedback from their students about whether they understand the material, if it is interesting to them, etc. Online platforms provide a large variety of assessment tools also;

- **saves time** – time is one of the most precious commodities for educators. By eliminating the need to commute to university or school during evenings and weekends, educators can spend more time on learning concepts;

- **lifelong learning** – distant learning platforms are one of the channels that educators can use to deepen their knowledge and increase their skills;

- **building a community** – online platforms allow educators to stay connected with colleagues from all over the world, as well as to share ideas and gain inspiration [11];

- **self-reflection** – modern platforms bring more benefits of e-learning to teachers, like the ability to make audio and video recordings of their lessons and then to watch, analyze, and reflect on the same recordings afterwards;

- **observation** – observing other educators in your university or via different online courses can be very beneficial. Teachers can compare different teaching styles, practices, etc. They can become more aware of what kind of teachers they are [14];

- **feedback** – another important benefit of distance learning for teachers is the opportunity to receive feedback on their teaching style from their students and colleagues. In this way they get a better perspective on their work and learn where they can tweak their habits and make improvements.

Distance or e-learning is a channel and tool through which teachers can improve their teaching styles. The Internet has significantly changed how we communicate with one another as well as how we access, share and facilitate information [2]. The issue is no longer one of how to use technology to teach, but one where teachers acknowledge the way the world is already developing, and understand the significance of online literacy and the role that collaboration and online engagement plays in student learning and their future workplace environment.

Software and technology changes very rapidly, and it can be difficult to keep up with these developments. It is important therefore to focus on understanding effective pedagogical strategies for online teaching rather than the technology itself [1].

Summary

Distance learning provides students with access to education through a network of various technologies. Instructor and student interact at a distance without having to be physically present in the same location. Distance learning provides students greater flexibility in achieving their educational goals through audio, video, and computer technologies [3]. Online or distance learning environments allow for learning to occur in a setting that is not restricted by place

or time. Web-based distance learning has the ability to disassemble barriers that have been constructed by poverty, location, disability, as well as other factors that we have nowadays.

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2.20 THE CONCEPT OF INTERNATIONALISATION AND INCREASE IN DEMAND FOR ENGLISH

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The current period of the information society development in the post-industrial economy is determined by new challenges and requirements for educational institutions and their structural units. One of the factors influencing the formation of the learners' interests in the educational services of a higher educational institution is the university ratings. QS World University Rankings, which in 2018 and 2019 included six Ukrainian universities, for example, is based on 6 key indicators: 40% of the assessment – academic authority of the institution, 10% – reputation among employers, the percentage of teachers and students (preference is given to the principle of "less is better") – 20%, citation of scientific papers in the most popular scientometric databases – 20%, the share of foreign students and invited teachers – 5% + 5%. It is fair to note that most of these indicators are quite high for universities with an active position in supporting the development of foreign languages, English in particular.

Today, a qualified employee is required to have a high career readiness for effective participation in intercultural communication, professional discourse, mastering the necessary level of foreign language professional communicative competence for situational communication in oral and written forms, acquiring practical foreign language skills in various speech activities. As a result of the introduction of new educational standards, the increase in the foreign language proficiency of students, masters, and young scientists is expected. In turn, it correlates with changes in the list of key professional competencies of the 21st century. For example, formulated in 2006 as communication in the mother tongue, and communication in foreign languages competence in 2018 was transformed into "Literacy competence" and "Languages competence" [6, p. 2], which testifies to the demand for global language competence, and apriori the modern lingua franca for a wide range of professional fields is English.

The initial information for the whole topic can be divided into sections and discussed in terms of the historical aspect, world in transition context, language trends and revolution in education that led to the policy for English development

in Ukraine, according to the Golden Circle concept. That is also used to be known as a What-Why-How (WWH) learning model in ESP teaching approach. Starting with the answer to the question what internationalization is we need to decide which of the definitions can better describe this phenomenon in the 21 century. So it is necessary to consider some definitions to think about what processes are running in the background and how to put the term into the context of Higher Educational Institution (HEI).

From science-popular sources we have learned that for economics internationalization is a crucial strategy not only for companies seeking horizontal integration globally but also for countries that address the sustainability of its development in different manufacturing as well as service sectors especially in higher education, which is a very important context that needs internationalization to bridge the gap between different cultures and countries. In education internationalization involves a process of transformation during which leaders and teachers adapt the school to function in the international context, based on transnational cooperation at an institutional level [7, p. 21]. We agree with educators and researchers who believe that it is high time to explore internationalization in schools and how internationalization ideas can be developed through the acquisition of international experience (abroad and within the country's borders) by students, teachers and/or leaders, its positive effect and negative consequences [7, p. 21].

This publication was inspired by some studies, Ministry of Education analytical papers and documents on internationalization, leadership, reflection on theories of experiential learning and institutional, departmental and personal experience in British Council projects in 2015–2021.

“Baseline Studies” by Rod Bolitho and Richard West (British Council, 2004, 2015) both demonstrated the results of deep insight into the problem of English teaching and learning in Ukrainian HEI and presented the state of arts with English for Specific purposes and English for Academics in particular, formulated tasks for HEI authorities and teachers / learners for the coming decade.

A well-thought-out policy for the development of a modern higher educational institution is not possible without considering national and world experience, a competent concept of internationalization, a defined strategy for improving the work of individual departments, creating and licensing quality educational programs, continuous sustainable development. Regulatory documents on the internationalization developed at universities and other higher educational institutions in case of consistent implementation will increase the competitiveness, the attractiveness of any university for foreign students and scientists, accelerate the development of international cooperation in science and education.

As coordinators, facilitators and promoters of British council projects and initiatives in our university we consider the participation of Yuriy Fedkovych Chernivtsi National University among 32 other universities in the multi-phase British Council in Ukraine project "English for Universities" (2014–2019), one of those 15 to take part in the follow-up activities and researches, so as our work in

the team of educators on the Policy for English ideas and implementation to be a significant contribution to the internationalization of Yuriy Fedkovych Chernivtsi National University in particular and Ukrainian universities in general. With recommendations [1, p. 2], tangible steps have been taken towards a progressive attitude to improving the language competence of students, undergraduates and teachers. Speaking at the presentation of “Internationalization of Ukrainian universities in the context of the English language” Rod Bolitho, Richard West and Janna Sevastyanova assumed that the results of the study revealed the need to take a number of measures at the level of national policy to promote the teaching of English and professional disciplines in English (EMI or English as Medium of Instruction). In particular, it was necessary to review the curriculum of English for Specific and English for Academic Purposes, the number of hours and years devoted to teaching English, the organization of professional development for teachers of ESP, EAP and EMI, and raise awareness of international standards of language proficiency.

An important part in the comprehension of the internationalization term and singling out the priorities for the English language teaching, learning and use the number of scientific works played:

- The impact of the English for Universities Project on ESP and EMI in Ukrainian Higher Education, by independent expert Simon Borg (24/01/2019 and 26.02.2019);
- Policy on English in Higher Education in Ukraine (25 June 2019 (MoE, British Council, University leaders and experts);
- Internationalization, higher education and growing demand for English: an investigation into the English Medium of Instruction (EMI) movement in China and Japan (Nicola Galloway et al. British Council, 2017);
- Концептуальні засади державної політики щодо розвитку англійської мови у сфері вищої освіти (Концептуальні засади державної політики щодо розвитку англійської мови у сфері вищої освіти” (July, 2019), recommendations to the policy (June, 2020).

One of the studies showed that international experience for leaders can be used to develop ideas for internationalization at the school level through reflections of lived experiences, participation in meaningful activities, and active engagement in interaction with international and local colleagues. However, the realization of ideas depends on various elements, including leadership, teacher engagement, policy support, and financial support [7, p. 235].

Looking for an exact definition of the terms we should be sure that we can tell the difference between “globalization” and “internationalization”: so the process of globalization can be defined as “the widening, deepening and speeding up of worldwide interconnectedness” (Held *et al.*, 1999). At the same time the process of internationalization relates to “the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of tertiary education” (Knight, 2003). The key element in internationalization is the notion of the relationship between or among nations and

cultural identities, thereby implying that nation-state and culture are preserved (Knight (2001). *Globalization* is a “process that focuses on the worldwide flow of ideas, resources, people, economy, values, culture, knowledge, goods, services, and technology”, while *internationalization* of higher education is described as “the process of integrating an international, intercultural and global dimension into the goals, teaching/learning, research and service functions of a university or higher education system” [7, p. 236]. The process of globalization can be defined as “the widening, deepening and speeding up of worldwide interconnectedness” (Held *et al.*, 1999) and the emergence over the last three decades of “complex electronically networked relations between institutions and between people, creating an open information environment and synchronous communications in real-time” (Marginson, 2004). As a result of economic, technological, and knowledge advances, countries and people are increasingly integrated irrespective of national boundaries, although Knight indicates that globalization affects each country in a different way due to a nation’s individual history, traditions, culture, and priorities.

In contrast, the process of internationalization relates to “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of tertiary education” (Knight, 2003). Knight also claims, that “the key element in internationalization is the notion of the relationship between or among nations and cultural identities, thereby implying that nation-state and culture are preserved”. Modern researches believe that these two concepts are however linked and internationalization is a response to globalization in different spheres of human life, economics, and the social sphere in particular.

If the system of education is viewed as an important institution that contributes to cohesion by socializing the new members of the society, providing them with knowledge and skills in order to facilitate their social participation, in the HE system for example we need to decide on the number of priorities at every stage and level (institutional is no less important than departmental and individual) create and sustain synergy between different levels of the educational system e.g. mutual, multidisciplinary projects, programs, CPD events in order to succeed and achieve strategical goals. Rod Bolitho and Richard West in “The Internalization of Ukrainian Universities: the English Language Dimension” pointed out the necessity to move away from residual post-Soviet practices to become a society able to follow the reform priorities for Ukraine’s education system and these include improving levels of English in the HE sector. The publication is one of the scientific works focused on a detailed and in-depth description of the most important aspects of the international activities [1, p. 12], which provide for a number of measures to improve the teaching of English as a foreign language, including English for Professional Purposes (English for Specific Purposes – ESP (AMPS); teaching professional disciplines in English as part of the Ukrainian-language program (English as Medium of Instruction for Ukrainians); programs in English for foreign students (English as Medium of Instruction for Foreigners).

“Standards of English of school leavers entering Ukrainian universities rarely reach CEFR B1 level. There is a strong appetite among the country’s leading universities to raise standards of English to be more attractive to potential students, and to facilitate more international interaction and partnerships. British partners with the Ministry of Education and Science are improving the level of English language in schools through continuous professional development. However, improvement will be gradual, and therefore direct work with leading universities is essential for this sector to develop. A number of areas of priority in the Higher Education sector have been identified, all of which involve a particular emphasis on ELT:

I. assisting the government in modernizing its approaches in higher education for a European future through UK expertise and through capacity-building for these sectors

II. helping develop the ‘next generation’ of leaders who will succeed to positions of influence in 10–15 years in higher education

III. helping meet the aspirations of young people in their educational and career needs through stronger educational links with the UK and through the English language

IV. higher Education reform, helping shape a university sector that can build effective partnerships internationally, with quality assurance, autonomy and leadership at its heart

V. achieving transformational change in levels of English in Ukraine’s leading universities amongst both teaching staff and students, focusing on 20 universities within the first three years.

These priorities have been built into the English for Universities project, which was initiated by the British Council Ukraine in October 2014 after the Ukrainian Ministry of Education and Science had identified the improvement in levels of English in Ukraine’s universities as a priority. The longer-term objective is to help Ukraine create its own sustainable ELT capacity, and introduce standards in universities that produce students at B2 or C1 CEFR levels” [1, p. 15].

These recommendations will be followed and plans will be carried out based on the guidance of a Baseline Study and follow-up events and projects, e.g. designed Policy for English in High Education of Ukraine, assessing what is structurally wrong and what is needed to reach goals of fluency in English amongst more staff and students.

In order to answer the question of what and how has been achieved by neighboring countries already and in what way benchmarks declared can lead to the ultimate goals for teaching and learning English achievement it is necessary to mention that The Ukraine Baseline Study was one of the researches were undertaken by British Council in the “Wider Europe region” – Russia, Ukraine, Turkey, Uzbekistan, and Macedonia. Our government among others published guidelines and benchmarked the English language target levels for all process of instruction participants [1, p. 17].

The studies and developments revealed the need to reform the provision for the teaching and learning of English in the University in particular and Ukrainian educational system in general.

British applied linguist, researcher, and writer David Graddol in his research English Next, supported and published by British Council, in far 2006 claimed that his and “all of the studies have, to a greater or lesser extent, been a response to a dramatic move towards internationalization in university education across the world in the years since the turn of the 21 century”. This development has been well-documented by D. Graddol, he also identified various factors which have contributed to this move among them internationalization of industry and commerce, resulting in the mobility of the workforce and the requirement for internationally-recognized qualifications; the corresponding internationalization of university education, with students and academics increasingly moving to universities in other countries; the development of transnational education, with universities offering their qualifications in other countries through, for example, distance programs or in-country campuses; the introduction of the Bologna agreement of 1999, which sought to harmonize the structure of degree programs and documentation, and to develop support systems of quality assurance; the consequent need for demonstrable quality in university education, which has led to the publication of annual tables ranking the top universities of the world.

All of these developments have led to an increased demand for English language skills across all educational sectors as graduates need enhanced English proficiency to work or study overseas, academics need enhanced proficiency; and as a scientific expertise was in demand, a number of researches and expert’s studies were advocated and promoted by the Ministry of Education and Science of Ukraine and British Council: by Rod Bolitho and Richard West (2015, 2017, 2018) and Simon Borg (2019, 2020). We are living in the times, as Nicola Galloway concluded, when “the globalization of English has seen an increase in English education and education through English. Universities around the globe, including those in non-Anglophone contexts, are part of this trend, offering programs in English, despite having a ‘non-native’ (note that in this report, the terms ‘native’ and ‘non-native’ is placed in inverted commas to acknowledge the problematic nature of these terms) English-speaking staff and student body. English as a medium of instruction (EMI) – the use of English to teach subjects in countries where English is not the official language – has become a growing global trend. There are implications for the use of English as a lingua franca (ELF) in the academic domain and for teaching practice” [4, p. 8].

And we are a part of the transitional world now, moving from modernity to post-modernity, to the digital era, the period of “Global English”, known as “Globish”, the time that allows exploring the new status of English as a global lingua franca, its new cultural, political, linguistic and economic issues.

The history of English is conventionally divided into three parts: Old English, Middle English, and Modern English. From a western point of view, there have been three major phases in human history: *pre-modern, modern, and*

postmodern. Each phase (shown opposite) is associated with different forms of social and economic organization, different beliefs, and different ideas about expected forms of change. The changing relationships between languages now taking place may reflect the decline of modernity in the world. At the first decades of the 21-century demographic change as one of the most important factors affecting languages and key trend affecting English included: the rise of population in the less developed countries, global migration rates, and aging of the population could affect languages spread, shift and change, led to changes in the nature of educational services [5]. He presumed, that to describe the major trends in the global economy now affecting the demand for English and other languages we need to bear in mind that the economic dominance of western economies which has existed since the industrial revolution is coming to an end. The services sector, including BPO, will provide an increasing proportion of national economies. English is of particular value, at present, in this sector, though the value of other languages in outsourcing is growing. As many countries enter an ‘educational arms race’ in order to maintain international competitiveness, high-value intellectual work – including basic science research – is beginning to move to countries like India and China. English is at the centre of many globalization mechanisms. Its future in Asia is likely to be closely associated with future patterns of globalization [5, p. 23].

Technological development is not just transforming the economy, it is also changing society and global politics. The ‘communications revolution’ has, in many ways, begun and won. “New communications media are changing the social, economic and political structure of societies across the world. Technology is enabling new patterns of communication in ways that have implications for language patterns: anglo-centric technological limitations are largely overcome...as English becomes used more widely as a language of international reach, a greater diversity of viewpoints are represented; another world languages, such as Spanish, French and Arabic, are also being adopted by the new media; lesser-used languages are flourishing on the internet. The use of language is inextricable from the social relationships and identities of its users. Both are profoundly affected by globalization, and it is not surprising to find that the growing use of English as a global language is part of a wider sociolinguistic change, as the world becomes more urban, and some people become more wealthy and middle class” (Graddol, 2006) [5, p. 57]. Language trends, described by the author, transformed but still topical, presented the following ideas: English is not the main reason for global language loss. The impact of English is mainly on the status of another national language. Where the global importance of languages used to depend on the number and wealth of native speakers, now the number of people who use it as a second language is becoming a more significant factor.

The Educational revolution signs cannot be ignored: this decade in many countries, extensive curriculum reforms are taking place as economies build the capacity required to operate in a globalised world. Improving national proficiency in English now forms a key part of the educational strategy in most countries. The

nature of knowledge has changed, English became one of the basic skills worldwide, and the period of lockstep education is mostly over: it is giving way to approaches that allow more personalized learning, learner-centered and task-based, which stresses on learners autonomy and diversity of learning materials; after the 2020 E-Learning is providing a significant strand in world education.

Every English teacher should answer a number of questions, looking for a model of ELT, because each model may vary in terms of What variety of English is regarded as authoritative? Which language skills are most important (Reading? Speaking? Interpreting?) What is regarded as a suitable level of proficiency? How and where will the language be used? Is the motive for learning largely ‘instrumental’ or also ‘integrational’? At what age should learning begin? What is the learning environment (Classroom only? Family? Media? Community?) What are the appropriate content and materials for the learner? What will be the assessment criteria? What kind of exam?

It is significant to overview the ELT Models and make a revision or take an inventory of them during and after the Covid-19 pandemic, because the educational world is different now.

▶ For many decades, EFL has been the dominant model for the teaching of English, but as countries respond to the rise of global English, the traditional EFL model seems to be in decline.

▶ The increase in the teaching of English to young learners (EYL) is not just a new methodological fashion but fits with wider reforms of education.

▶ In an increasing number of countries, English is now regarded as a component of basic education, rather than as part of the foreign languages curriculum. A surprising number of countries now aspire to bilingualism.

▶ During the next decade and beyond, there will be an ever-changing mix of age relationships with skill levels, making generic approaches to textbooks, teaching methods, and assessment inappropriate.

▶ The learning of English appears to be losing its separate identity as a discipline and merging with general education [5, p. 81].

So, why English is important in internationalized education? What can be done? How?

- English is academic lingua franca
- “English is unquestionably the world language of academia” (Mauranen, Hynninen, & Ranta, 2010, p. 183)
- Global Englishes (Galloway, 2017; Rose & Galloway, 2019)

The answers to these and many other questions can be found by Ukrainian educators in *Konceptualni zasady derzhavnoi polityky shchodo rozvytku angliyskoy movy u sferi vyshchoy osvity* (Концептуальні засади державної політики щодо розвитку англійської мови у сфері вищої освіти” (July, 2019), recommendations to the policy (June, 2020), or *Policy for English, Vision – 2025*:

- ▶ Increased English competence of graduates (B2)
- ▶ Increased English competence of teaching staff (B2-C1)
- ▶ English as lingua franca in education and research areas

- ▶ High-quality teaching methods and effective assessment systems
- ▶ Highly-relevant ESP course content
- ▶ Supportive community of stakeholders
- ▶ Increased mobility of students and staff

Ukraine has confirmed its European choice in the Constitution, commitment to European integration and globalization in the EU-Ukraine Association agreement, membership in EHEA, ERA, other international institutions; it recognizes HE as the driver of social transformation and English as the tool of international communication.

The importance of English for access to educational and professional opportunities is recognized by Ukraine and is reflected in a number of national strategies and initiatives where English is central, including:

- recognition of the need for Ukrainian academics and graduates to be competitive both nationally and internationally
- a drive towards the internationalization of HE
- integration with academic and educational activities within the EU
- English as a compulsory subject throughout primary and secondary education.
- the English for Universities (EfU) project
- the adoption of a national framework for ESP courses at Ukrainian universities
- the increasing use of the CEFR to benchmark levels of English proficiency in Ukraine.

Two recent reports and reports at British Council Conferences (Tashkent, 2019 etc.) have provided detailed analyses (with a particular focus on ESP and EMI) of the current status of English in HE in Ukraine. The recommendations detailed in these reports highlight a range of areas for development which provided a major stimulus for the development of this policy document. For ESP, it was shown that there was a need to:

- continue developing teachers' pedagogical skills
- establish effective in-house systems for teacher professional development
- enhance teachers' assessment knowledge and practices
- Review assessment practices
- Improve co-ordination
- Align policy with goals

English is a key tool for international communication and high levels of English competence amongst graduates will allow them to participate fully and effectively in professional and academic life. In order to support the development of higher levels of English competence among graduates, not only government's "action plans" but institutional, departmental and every member of scientific and pedagogical staff advocacy can enhance English learning competence. Therefore, measures to improve the teaching, learning and use of English within the concept of internationalization of English for the development of English in higher

education should include the coordinated activity of all departments involved in the organization and systematic quality of the educational process; professional development of ESP/EAP teachers; high quality teaching of subject disciplines in English and resource management.

The experience of every HEI is precious, the success stories and best practices exchange could be a great assistance in the implementation of Policy for English in Ukraine. What are our objectives? Do we, educators, do enough on a regular basis to develop our students' skills through English? These and many other questions still remained to be answered...

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2.21 FOREIGN LANGUAGES TRAINING BY MEANS OF DIGITAL TECHNOLOGIES

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Advancements and innovations in technology and pandemic conditions have encouraged language and literacy teachers to use the digital technologies mode of

instruction in enhancing the linguistic competence of their students. This paper is specifically aimed to find out pros and cons of e-learning and specify the impact of blended learning on high school students' skills in learning foreign languages.

Because of developments in technology, e-learning has become a popular mode of instruction which teachers use in order to meet the individual needs of students in the classroom. The term e-learning emerged during the 1980s when labels such as online and distance learning also surfaced. The investigation review of Moore, Dickson-Deane & Galyen [4] showed research initiatives providing distinct definitions of the three terms: e-learning, online learning and blended learning. Distance learning or education or online learning is offering access to education to someone who cannot be physically present in the classroom. This mode of instruction delivers 100% of content to the learner via the internet. E-learning is understood to be a bigger term than distance or online learning. Benson et. al. & Clark (as cited in Moore, Dickson-Deane & Galyen, [4]) considered content delivered via CD ROM, audio tape, video tape, satellite broadcast, interactive TV as a form of blended learning. There was a dispute that blended learning is not only delivered online but through multimedia as well. It is often found that the three terms are used interchangeably in various studies.

To avoid confusion, Allen & Seaman [1] presented the following table to illustrate typical online course classifications and descriptions.

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course where no online technology used – content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%.	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

In online courses, at least 80 percent of the course content is delivered online. Face-to-face instruction includes courses in which from 0 to 29 percent of the content is delivered online; this category includes both traditional and web facilitated courses. The next alternative, blended (sometimes called hybrid) instruction has between 30 and 80 percent of the course content delivered online. While there is considerable diversity among course delivery methods used by individual instructors, the above table is presented to illustrate the prototypical course classifications used. [1]

Based on the survey research, Moore, Dickson-Deane & Galyen [4] came to a conclusion that distance learning, online learning and e-learning are defined in various ways in the different researches. However, it was understood that there is a degree of difference attributed in the learning mode or tool used in relation to the three terms. They further added that it might be difficult to have a unique definition of these three terms because no learning environment, even with traditional face-to-face classroom instruction, is exactly alike. Proponents believe that the primary benefit of e-learning addresses students' individual concerns when it comes to learning. E-learning, specifically, brings down physical, emotional and psychosocial barriers to learning. Students who feel isolated in the classroom because they are uncomfortable with face-to-face interaction benefit the most in e-learning. There are also students who experience anxiety when required to participate actively in class. Such anxiety can cause psychological and emotional stress on learners, which could result in low academic performance. Such level of anxiety is thought to be not as high in an e-learning context. E-learning allows students to participate more actively in online discussions and activities. The e-learning process also offers customized learning that aims to involve all students, regardless of learning style. The primary aim is to train students become more responsible for their own learning. It is also believed to increase student motivation, improve attendance including learning outcomes [5]. Apart from these, e-learning is said to have an impact on the development of students' generic employability skills such as teamwork, communications, time management, learner dependence and positive attitudes and behaviors.

Using computer applications, the confidence level of the students in terms of applying their computer literacy skills in learning different subject matters could improve. It could also strengthen linkages between and among schools when teachers engage the class in a virtual cultural and learning exchange [10]. In e-learning, development of self-regulation skills is the primary benefit of e-learning. Self-regulation takes place when students take responsibility for their own learning. Self-regulating skill is important during student-content interaction. This skill allows students to focus on their academic tasks despite the existence of other computer applications and media on their computers/laptops/any electronic gadgets. Self-regulating skills allow students to prioritize their academic requirements over their social network sites. If a student possesses self-regulating learning skill, they will engage themselves in different e-learning or multimedia materials independently. They will also proactively participate in student-teacher

interactions, most especially when teachers and peers give feedback on a task/assignment. Lastly, they will join student-student interactions where they respond to a discussion thread or accomplish projects with a group/partner.

In reality, the issues surrounding technology integration are far more complex [3] and require a continuous and complex cycle of improvements based on the feedback received [7].

The first area of focus is the type of learning environment created by the learning management system. A prime example of such a learning managerial system is a flipped classroom. The change to the learning managerial system as the main mode of lesson instruction is to instill a more streamlined approach to blended learning by providing a centralized, self-access materials repository for students through a flipped classroom approach [2, p. 9]. However, the general understanding is that lesson materials are made available to students prior to class (such as assigned readings or videos explaining a certain concept) to facilitate independent study through preparatory learning tasks. With the assumption that students have gone through the necessary input, they would be better equipped for face-to-face class sessions involving oral or written application tasks. However, while having self-access study materials can provide many benefits, interview data with teachers' revealed limitations in this approach.

Thus, the flipped model approach led to decreased classroom interaction and a lack of task diversity. While the emerging issues seem to focus at the device level, from a systems view, what led to these issues is limitations in lesson design. These findings have important implications on the need for thoughtful lesson design, and systematic blended learning approaches. Informed lesson design (as opposed to simple material development) avoids the idea of materials as independent resources, ensures that each learning component is interconnected, and reflects a variety of tasks so that students can achieve the desired learning outcomes. In addition, face-to-face sessions should include more communicative activities, such as oral discussions and active learning tasks that involve minimal or no use of technology.

The findings reveal that there are different expectations and perceptions of learning environment labels: distance learning, e-Learning and online learning in comparison with face-to-face learning. Are learning outcomes in online comparable to face-to-face?

The view that online education is "just as good as" face-to-face instruction is decidedly mixed. A traditional face-to-face class is believed to offer the following benefits:

- teachers can assess the level of students' learning by the level of involvement, motivation and understanding;
- collaborative learning occurs when teachers can immediately respond to students' performance;
- students are motivated by the structure in which the traditional full-time class allows them to reach out to their teachers and peers for immediate academic, social and emotional support;

- teachers are comfortable and well acquainted with this way of learning. Teachers used to enter a real classroom with the actual presence of students.

Thus, there is evidence that learning instructions should be combined of face-to-face mode and advanced digital technologies, and this is nothing more than blended learning. Online and blended learning could significantly improve student achievement and possibly increase the quality of time spent on student learning. There is a strong need for teachers to incorporate the use of digital content in class to remain effective teachers.

Blended learning instruction is a product of numerous modifications and innovations in the fields of traditional, distance, online and e-learning. Blended learning is an educational practice that can be defined and implemented in many ways as long as its design places students at the center of their own learning. Blended learning instruction increases collaboration between student and teacher, between, and among students, thus increasing student engagement in instruction. This is believed to be the primary benefit of blended learning which could impact on actual student performance. Studies also showed that student perceived satisfaction with regard to online learning in general is primarily influenced by one or a combination of the following factors: perceived usefulness (in learning content), ease of use or navigation, perceived system quality or user-friendly interface, content quality teaching and learning effectiveness dimensions.

Due to technology advancements, various information communication technology (ICT) tools have been developed for learning and teaching foreign languages. The incorporation of ICT tools in teaching foreign languages has great potential in that it enables teachers to design new, previously inconceivable pedagogical tasks rather than making substitutions for traditional teaching methods.

Blended learning enables to use many different forms and methods in foreign language teaching. For instance, dialogue patterns showed that, in the context of blended learning, students actively participated in initiating online discourses. The conversations concerned not only the content of the course, but also involved talking about personal experiences and emotions. It was concluded that instructors maximize the atmosphere of interaction created by the mixed surrounding. The success of the interaction depended largely on the carefully thought out interactive person and group activities. The dialogue patterns revealed in the blended learning instructions are a shift from lecture discussions to student-centered learning. In the meanwhile, blended learning is based on requirements of higher education, tutors' and students' needs, students' knowledge, teachers' long term experience, and on the positive attitude to modern technologies [6]. Other studies attempted to identify the influence of using Moodle on student achievement, motivation, collaboration and communication based on the perception of students. Student satisfaction in using blended learning is also high.

However, this posed many problems for universities offering online and blended instruction programs in terms of academic standards and quality.

Despite the advantages of online learning and blended learning, it has disadvantages as well. According to a study by Zhang & Spurlock-Johnson [11], teachers had difficulty mastering and re-learning this new way of learning. Not only did the teachers make an effort, but they also needed to find time to study the teachings online and create and design appropriate activities. In another study, teachers listed the following difficulties: adapting their classroom teaching strategies to online teaching strategies, adapting their time and pace to the time of each student in the online classroom. Teachers must also have sufficient knowledge and skills about the dynamics of online learning. According to teachers, online learning is very different from the structure of the audience, where both teachers and students have a scheduled time to be in class. Teachers perceive the flexibility offered by online learning as a difficult challenge. There is a seemingly misconception that online students can communicate with their teachers around the clock and without weekends. Finally, there were educators who really gave many benefits to personal communication over online interaction. Many teachers believed that face-to-face interaction helps build teacher-student relationships. A real classroom teacher can encourage and motivate students to be more responsible. There were also problems that were best solved in the real classroom, as the teacher could talk to the students face-to-face. In an online classroom, students can easily miss announcements, requirements, and get lost in the long line of online discussion if they do not regularly enter their online courses. If they are not included in the system, the teacher-student relationship is not established. This usually happens if students are not self-motivated to meet the requirements. As a result, research has found that online learning can never replace classroom learning [11].

In addition, the findings show that most students perceived negatively or vaguely the impact of mixed instruction on their writing skills. This perception was due to many factors (such as slow Wi-Fi connection, poor gadget selection, mixed instruction design, etc.). The results also showed that mixed instructions did not improve students' writing skills. However, although most students prefer their teacher to use the traditional way of learning, most of them recognize the importance of immersing themselves in mixed instruction in preparation for real world tasks. Although, the students believed that technology would help them succeed in their studies and this plays a significant role in their future achievements. This reflected the growth of students' optimism about the integration of technology in classroom learning.

To sum up, insufficient training in professional development proved to be a priority. The need for teachers in pedagogical training is paramount if they want to make more informed decisions about lesson planning. Examples of such training required included technological skills in designing and downloading materials, the theoretical foundations of online material design that can help them relate theory to practice, and the basics of mixed approaches that justify the lessons they create. Teachers have to undergo intensive training to learn new approaches on how to thoughtfully and critically integrate face-to-face classes and online teaching

strategies. It is necessary before the university decides to offer a blended curriculum.

Various offline and online tools can be used to improve students' language skills in a blended learning context. For example, electronic dictionaries, word processing tools and interactive whiteboards are examples of Internet tools, which could develop students' search, presentation, research, writing and editing skills. Emails, chats, and text messaging are examples of the online tools. It was concluded that all this, together with web technologies such as blogs, social networks, etc., can be useful in developing the interpersonal communicative skills of students. Blended learning instruction provides more advantageous learning condition to develop the writing skills of students as well. Students showed significant improvement in writing using topic sentences, spelling, use of punctuation marks, capitalization and grammar and produced more coherent paragraphs as well.

To summarize, technology innovation will continue to occur locally and globally. These will definitely affect pedagogy. Such effects need to be constantly studied for benefits for students. The benefits that such technological innovations can offer as much as possible to make learning for students more effective, meaningful and enjoyable. Blended instruction is seen as one of these benefits.

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2.22 SPECIFICS AND CHALLENGES OF TEACHING ENGLISH TO LAW STUDENTS IN TODAY'S CONDITIONS

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The general issues of teaching English language in today's conditions are connected with the content and methodology of teaching, implementation of the competences development approach [7], distance learning and usage of technological devices and tools, etc. Besides, such problems as the quality of pedagogical and psychological interaction between the teacher and students [Golubnycha], students' motivation for learning though have always been relevant in the teaching process at present conditions of online teaching have become more actual. These general issues and some more particular are topical for teaching English for law students considering the specifics of professional legal English.

What is legal English and how to teach it

As it is known, legal English is the language of legal documents which are constitutions, treaties, laws, judicial decisions recordings, contracts. Mostly, legal English is represented in the written form. At the same time, legal English is the language of the legal profession as a whole, thus, it can have oral representation in the forms of interrogations, negotiations, explanations, lawyers' everyday professional communication, etc. Servicing the legal sphere, legal English actually is not a separate language but the bulk of terms, special lexical and grammatical constructions functioning in the sphere of law. Considering all stated above the first methodological issue arises: what to teach the students during limited number of academic hours, how to find the best correlation between developing written and spoken competences in this "wordy", not easy understandable sphere of English language usage [8].

It seems that first of all law students should be aware of the existence of so called legal English and about its features that will allow them to distinguish it from any other functional sphere of the language. Thus, law students must be get acquainted with 1) the sphere of the legal English functioning, and, thus, existence of special technical terminology; 2) lexical, grammatical and syntactic specifics of legal vocabulary and its usage; 3) pragmatics, i.e. the most important speech acts; 4) specific genres; 5) presence and active usage of the language elements from other languages. All these should go along with active development of all general and linguistic competences and skills.

For example, legal terminology [10] includes many archaic words and forms (*aforementioned, the aforementioned Tom Smith*) and even archaic morphology (*the second affiant sayeth*) used in legal documents, and thus, they should be necessary commented while discussing authentic legal forms. It does not mean that the students should be necessary taught to use such forms, for example, while reading or compiling the contracts or wills by themselves, it means that they should know about such forms as the specific characteristics of legal English. The same is with the formal and ritualistic terminology because the lexicon of the legal sphere has many formal or ritualistic words and phrases. There can be several explanations for the functioning of such language elements: they are used to stress that a legal proceeding is quite separate from ordinary language usage; to emphasize the special importance of a filing a legal document like a will or a proceeding, or like a business registering documents or a trial process. Phrases in legal documents, which are necessarily should be shown, commented and worked out during the lessons are sometimes redundant comparing with standard language (“*I give, devise and bequeath the rest, residue and remainder of my estate...*”), and sentences are often so long that can contain hundreds of words. Moreover, sometimes, and mostly in archaic legal documents, particularly, in conveyances and deeds, a reader can observe the lack or even absence of punctuation. The teacher’s comment here should be like this: such situation can be explained by the perception that the meaning of legal documents should be contained only in the words used and that punctuation can create ambiguity, like in a famous statement *Execute not possible, to grant mercy (Execute, not possible to grant mercy)*. All these and many other language elements usage in legal English can create the interpretive problems and translating problems in the first year students (when English is taught in the law university) as they get used to learn and use common everyday English and are far away both from the legal documents and complicated linguistic phenomena.

What is seems to be more understandable for the students is just commenting on the specifics of the language usage in legal English of the following: impersonal constructions, nominatives, passive constructions form the specifics of the legal language. Impersonal constructions can include, for example, referring by the judges themselves as the court, or prosecutors as the prosecution or the state, and defense-lawyers as defense. There are a lot of nominative words in legal English, derived from the verbs (*prosecution, agreement, termination,*

observance, etc). Passive constructions are used by lawyers for more objectivity and authoritativeness, but what is interesting, that such constructions are more common in court rulings, orders and decisions than in contracts. As, in contracts the parties intend to specify what entity is to do, thus, they refer to the actors but not make their tasks impersonal.

Legal English employs a great number of phrasal verbs (*enter into contracts, put down deposits, write off debts*) and phrase prepositions (*in accordance with, on account of, on behalf of, in compliance with, in exchange for, etc.*). This fact means that the students must learn them as given and know them as one of the features of legal English.

Terminology of legal English contains legal terms proper (*acquittal, affidavit, defendant, felony, indictment, etc.*); words of common language which serve as legal terms (*action, discovery, finding, etc*), homonyms with the meaning of the words from the common everyday language and with the terminological meaning (*the bar*- lawyers' association and a piece of something, like the bar of chocolate; a place where alcoholic drinks are served; etc.; *sentence* – a punishment given by a judge in a court and a syntactically and semantically organized group of words, etc; the same with the terminological and non-terminological meanings of such homonyms as *fine; party; case; brief; case; question; charge, etc.*).

Legal texts contain many words and phrases from the Latin language. If earlier the law students used to study the Latin language as a separate subject, now it is not in the curriculum any more. Thus, sometimes the teachers of English or Law should explain the meaning and usage of the Latin terms for the students, considering that those are used internationally. The examples here may be numerous: *pro se; actus reus/mens rea; corpus delicti; obiter dictum; ratio decidendi; stare decisis*, etc. Many legal terms derive from the French language – there was a period in English history when French was the official language of legal proceedings and justice system. They are such popular and widely spread legal terms as follows: *justice, judge, jury, attorney, court, case; embassy, chancery, diplomacy; treaty, alliance, passport, protocol; as well as the words like money, treasury, commerce, finance, tax, liberalism, capitalism, materialism, nationalism, plebiscite, regime, sovereignty, state, administration, federal, bureaucracy, constitution, jurisdiction, district*. Moreover, the feature of legal English is usage in one context of so called language doublets coming from different languages: *lands and tenements (English/French), will and testament (English/Latin)*. The tendency to use doublets in legal language continued with the English language: *care and attention; terms and conditions* and others.

Such specifics of legal English should be necessarily considered during the classes, and the teacher should comment on and explain it to the students, paying attention to the fact, that the English language before it became the international language had been the language of case law, the system of law developed in the medieval England. Present day laws are based on the precedents from the past, thus, legal English in great deal provides consistency of its understanding by the present-day lawyers.

Forming communicative competence of the law students

According to the educational program, curriculum and syllabus of the discipline “foreign language” in the framework of the competence development approach to the study of a foreign language it is necessary for law students to develop definite basic and advanced competences. Among the competences are general, educational, cognitive, linguistic, communicative, informational, socio-cultural, etc. ones [6]. General and educational competences are developed in the process of studying the discipline in interconnection with special law subjects and the subjects of general circle. Linguistic competence presupposes knowledge of some number of the vocabulary, grammar rules and structures and the ability to use them practically when communicating. Informational competence is gained during the search, critical evaluation and usage of the information, including the information from mass media. During his professional activity, a lawyer enters into various kinds of communicative relations. Communicative activity is one of the most important forms of a lawyer’s professional activity, and the level of his or her communicative skills, in a great deal can be the way to professional success. As a representative of the authority and the law, a lawyer (a judge, prosecutor, notary, lawyer) acts in the relevant social and legal context within the framework defined by procedural norms [1].

First, that should be admitted, that regulated communication with its formalized nature is provided by procedural law from its very fact, that is, the fact of communication between a government official or the law must have the grounds for such communication. Second, the official communication of a lawyer with citizens who during the proceedings have a statutory status (a plaintiff, defendant, witness, suspect, victim, accused, etc.) must be recorded. Protocols with the observance of all formalities should reflect the course of official communication and its content. If the formalities have not been complied with, there may be grounds for appealing the official actions of the lawyer, additional difficulties in the actual detection of circumstances, etc. That is, we define the regulated nature of a lawyer’s communication as one of its most characteristic features, as business, official and regulated communication aims to solve relevant tasks based on the common goals and interests of communication participants. The ability to conduct formalized regulated professional communication is acquired and mastered by a future lawyer during his or her studying the procedural law and in practical actions.

For example, in his / her professional activity a lawyer may be a participant in such forms of communication as receiving applications and complaints from citizens, interrogation during preliminary investigation, interrogation in court, cross-examination, questioning of witnesses, interrogation and obtaining explanations in civil cases, debates, etc. For each of these forms there are certain rules of language behaviour, stable language patterns, etiquette formulas, addressing according to the protocol, prescribed style of presentation. As we can see, a lawyer can communicate both in writing and orally.

As it is known, communication is a process of information exchange, that means that the main purpose of such a process will be the implementation of the information function. Communication for the purpose of exchanging information in the lawyer's activities is diverse: a lawyer can inform clients about the laws and regulations, about their civil and human rights. During the work on the case, a lawyer informs the clients about the course of actions, procedural steps that should be taken, about the possibilities of an alternative course of events, etc. A notary informs citizens about the consequences of notarial acts or transactions. But the implementation of the information function by investigators looks different. Thus, an investigator in the process of communication establishes the circumstances of the case, its possible participants (persons responsible for the criminal act), finds evidence in the testimony of witnesses, victims, suspects, and so on. In the process of such professional communication, an investigator performs the assigned social role and occupies a dominant position in communication as an authorized person. This circumstance and peculiarity of professional communication of a lawyer should be taken into account first of all and a lawyer should not go beyond the regulated framework of communication in contacts with both officials and persons of low moral and social status. Moral qualities of a lawyer, his or her cultural level, decency and responsibility play an important role here. Moral qualities of a person, his or her cultural level are laid down from an early age and formed throughout life, and special attention in this process should be paid during the training of a future expert.

In addition to the tasks of information exchange, the tasks of a lawyer in the communication process are to establish a contact with another communicator, encourage him or her to more actively exchange information, establish mutual understanding, regulate the communicative behaviour of the other party of the process. This is not always easy, because often a lawyer's professional communication takes place in conditions of conflict, psychological stress, disorientation of a person who has experienced problems with the law, communication with antisocial elements. The peculiarity of the communicative competence formation of a lawyer is the consistent development of the ability to establish psychological contact with a person – a potential communicator, namely, to create conditions in which a person will feel ready to communicate, implement the planned strategy of a lawyer, ability to show interest in communication and its results. In the process of communicating with a person, a lawyer may have obstacles related to the psychological state of the other party, his negative attitude or conflict situation. A lawyer must have the initiative to communicate, be able to resolve conflicts and continue communicative interaction, to gain an understanding of its purpose and intentions. Such skills and competence are acquired throughout the professional practice of a lawyer, and is a necessary condition for its success.

Communicative competence, one of the key competencies of a future specialist, can be developed in the future lawyer during various classes of professional orientation [Зимняя], but also in foreign language classes. Even with

a real lack of academic hours, the teacher can organize special dialogues, role-playing games in practical foreign language classes, achieving both purely educational goals of each practical lesson and more general goals, namely – the formation of general communicative competence.

Specifics of professional communication of criminal justice lawyers

The students during their University period have a course of legal English according to the educational program. They gain knowledge of special professional lexis and specifics of juridical texts. They train their oral and written communicative skills, and, as the result, they get their initial English language communicative competence in the main spheres of lawyers' activity. The students who are future Criminal Justice experts are specially focused on learning the material concerning communicative activity in the relevant sphere which arise from their role and functions as governmental officers.

Prosecutors of Ukraine uphold prosecution in court in criminal cases and represent the state. They also supervise the observance of laws as it is prescribed by the legislation of Ukraine and are the arbiters of legality. Their functional role is to be the defenders of human rights and the guards of laws in action when the laws are applied by the authoritative organs. The prosecutors are very often in the process of different types of communication explaining, assuring, reassuring, charging, and proving in the form of regulated formalized communication prescribed by the procedural legislation. Thus, the development of communicative skills of the students studying to be the prosecutors is very important. What is more, prospective prosecutors should be competent and have skills in oral and written communication because the prosecutors' regulated form of communication is recorded.

But the role of the prosecutor in most of the English speaking countries is different from that in Ukraine because these countries apply the system of common law. Prosecutors in England and the USA are responsible for giving advice to the police and other investigative organs on criminal law. As the governmental officials who represent the state they are also responsible for prosecution in criminal trials. The students start to know this information during English language practical classes as they work with the authentic texts.

Reading authentic texts, watching and discussing the movies about criminal trials in the USA or in England the students learn specific legal terms and common phrases used by the prosecutors. Without knowing the procedural context it may be difficult to interpret such phrases as *dismissal for cause*, *approach the bench*, *disregard*, *move to strike*, *objection*, *your witness*, etc. Such words and phrases then can be starting elements for further classroom communicative activities including role plays in pair and group works or interactive activities with the computer. But the first step for performing such activities is to learn the vocabulary about the prosecutors' roles and functions in general, and this also can be done through communication in dialogues or monologues with their further discussion.

As we can see, the communicative competence, one of the key competencies of the prospective prosecutor, is developed during English language classes alongside with the other academic disciplines. Such general etiquette phrases expressing the agreement, disagreement, approval, disapproval, phrases of introduction or giving arguments constantly and actively used in the English classroom can also help to form not only English but general communicative skills and competence of the prospective prosecutors.

We stress again that professional communication of lawyers is based on special procedural rules and is strictly regulated. One can distinguish such specific forms of business communication of lawyers as acceptance of applications, explanations, claims and petitions from citizens, obtaining explanations from individuals in administrative cases, testimonies of witnesses, victims, interrogations in court on criminal cases, obtaining relevant explanations from individuals in civil cases, debates and exchange of replicas in court, consulting and giving legal advice. Procedural nature of the professional communication of lawyers can be seen in the process of enforcement of coercive measures, notarial acts, etc. An important factor in the communication process is the ability of a professional not only to express him/herself (orally or in writing), but also the ability to listen to other person.

In English legal tradition, the legal proceedings may include negotiation in civil cases when it is desirable to reach an agreement without having the court hearing. Negotiating requires from a lawyer the ability to anticipate and rely on a possible positive result for his client, his/her ability to influence the interlocutor and the circumstances of communication, whether the negotiations are purely business, or informal, organizational or disciplinary. The psychological circumstances and the nature of communication, which is different depending on the circumstances of the legal situation and the role of communicants in it, should also be taken into account.

A specific form of professional communication of lawyers is the communication in the notary offices, consulting offices, law offices where legal advice are provided. It is important for a lawyer to listen to the client attentively and carefully in order to clarify the circumstances of the case or a matter and to provide qualified legal advice in accordance with the law. Provision of legal advice should be professional, confidential and based on moral principles. A lawyer must be trustworthy for a client, and in confident talks with the client it is desirable to use the pronoun “we” in his statements as, for example, “*we are with you*”, “*nobody can hear us here.*”

An essential form of communication of lawyers is the form of “question-answer”. With the help of questions one communicant receives the necessary information, stimulates another communicator, draws attention to the particular moments and facts. This form of communication is central to interrogations by an investigator or in court. In logic, the question is an opinion, expressed in a question form, aimed at clarifying or detailing certain information. The question, as a rule, is based on a certain but insufficient knowledge. The answer is a

statement that clarifies or details the information according to the question posed. Questions differ according to their semantics, functions, structure, views on the discussed situation, they also differ according to the psychological features of the communicants. The questions asked by criminal justice lawyers should be well-formulated and correct. There are also so called detailing or filling out questions such as “*Is it true that ...?*”, or “yes” or “no” questions. From psychological point of view, questions are categorized as neutral, provocative, supporting, etc. Answers, in turn, are divided into substantive answers or not, true and false, direct and indirect, long or short, complete or incomplete.

In court, a number of semantically correct, substantiated and logical questions plus their consistency can be convincing by itself. It is better if the questions asked by the investigators are semantically unambiguous, simple in form, reasonable, logic, and without manipulation. The investigator may ask neutral questions, alternative questions (either...or, yes / no), direct and so-called indirect questions.

Judicial debates of the prosecutor and the lawyer are usually held in the form of monologue statements during the trial. The debate is a verbal competition in which each party argues and states its position. The purpose of the debate is to establish the truth and win over the opponent. In court, the victory over the procedural opponent as for the assessment of the circumstances of the case and skillful and consistent objections to the opponent are considered the most important communicative skills of a lawyer.

Taking into account the tasks faced by prospective lawyers in their knowledge of English language, in their ability to express themselves both verbally and in writing in all professional spheres, including business, the course of business communication training is seen essential to all educational institutions that train lawyers in any country.

Basic business communication skills development in law students

Students’ skills in such communication in English, which is the main language of global business, are the must in the modern world ruled by business development.

Business communication is a process of establishing and developing contacts in the field of business and in professional fields. This is also a regulated type of communication that has its own written and unwritten rules and traditions. The order and form of professional communication is called professional etiquette. Business etiquette contains rules for regulating relations between people of equal status as well as between a presiding person and subordinates. The basic principle of professional communication is courtesy and politeness. There also one thing that should be always considered – the basis of any professional communication is the literary language. It is necessary for business communicants to know and use special linguistic structures of greetings, requests, apologies, gratitude in accordance with the circumstances of communication (for example, judges do not greet people during litigation, because it is not provided for by the procedural rules, but businessmen necessarily do this).

Business communication is conducted in the forms of dialogue and monologue, in oral and written forms. An introductory speech, opening statement, informative notice, and a report are the forms of oral communication on the basis of a monologue. The forms of oral communication based on dialogue are talks, discussions, meetings, press conferences. Written forms of business communication are letters, reports, requests, certificates, appeals, clarifications, contracts, acts, applications, complaints, appeals, instructions, rulings, decisions, orders, directives, etc.

Interpersonal communication in English classroom

Nowadays the important task of the system of education is to teach the students of all levels and age groups the interaction and interpersonal communication and present the teaching material interactively achieving the goals of successful communication. A lot of factors should be considered with this: the students' basic level of English, individual psychology of each student, teacher's ability to choose the methods, to raise the students' interest, to involve them into interaction. Interpersonal communication means that the students do not study individually, but decide the learning tasks together with the others, leading, assisting, finding the solutions and involving the others into the learning process. Informal character, easiness, spontaneity, freedom of personal expression, communicative compatibility is the characteristics of interpersonal communication.

According to the theory of communication this process should include the communicative situation, the participants and the channel. During the classes the teacher encourages the students to speak English and facilitates to realize their communicative acts with the language means available for them. If the communicative act is successful and the goals of a particular act are achieved it becomes the stimulus for further speaking skills mastering.

Modern language teaching methodologies offer to use different everyday situations to stimulate the students to speak English. These are modeled typical situations which use typical structured phrases and utterances to help the students to express themselves by the means of a foreign language and to be understood by the other participants of the communicative act. Thus, "Introducing a person", "Asking the way", "Doing shopping" are the examples of such situations that are commonly applied as at the University classes or at schools [17].

There are such types of communication – individual, group and public. The type of suggested communication should be considered while choosing the methods of teaching speaking. If it is individual communication, then two people interact. It's easier for the teacher to help the interacting students and to evaluate their ability to use necessary phrases, speaking formulas and other means of expressing themselves including the non-verbal communication [9].

In group communication there are several participants. Each of them is expected to express him/herself on a suggested topic. The teacher can appoint a moderator in each group, but sometimes it is better when the students take turns in

the initiative of speaking. In group communication, interpersonal communication between the participants is established easier, and the students reveal their psychological features. Some of them are active speakers, but some of them can be shy and can even keep silence. The interaction for such students at first can be in passive form – they just listen but not speak.

Public communication presupposes a number of participants, one of them is usually the speaker and the rest are the listeners and discussion participators. The communicative role of the speaker is usually given to the participants by the teacher while the roles of discussion participators are assumed by the students themselves. During the discussion the students behave unofficially are free in choosing the language means. Their utterances are spontaneous and unprepared, and in this way they can gain confidence in speaking, listen to others and analyze their mistakes. In addition they also learn to interact and keep to the rules of discussion.

Free conversation (or chat) is the most typical form of interpersonal communication organized in the classroom. It aims to establish contact, mutual understanding and emotional impact on the others. The topics of conversation may be different depending on the theme studied, the program, the level of English, etc.

Free conversations can be held at school or at the university levels. Usually there should not be special stimulus from the part of the teacher to start a conversation. As a rule, the students themselves are full of the ideas what to discuss. But considering the real lack of academic time for learning the topics, the teacher should professionally direct the choice of the topic according to the program.

Thus, the teacher's role in organizing the interpersonal communication in the English classroom is to create in students a motivated need in speaking English, to make the students realize this need, to be concentrated on what to say instead of how to say something.

Methods of developing the law students' competence in English idioms usage

An idiom is defined as a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own [11]. More advanced classification of the idioms in the Russian language was given by academician V.V. Vinogradov [2].

Idioms (idiomatic expressions, phrases, set phrases) may also include phrasal verbs, sayings, proverbs, clichés, colloquialisms, etc. [13]. They became a part of the language through many sources and by different ways; they have different grammatical structures and a wide spectrum of semantics. But a person who learns the English language should necessarily learn idioms, and such exercises are present in every textbook of the English language, starting from the elementary level and up to the upper-intermediate, advanced and professional level.

The students of Law University while having their course of English alongside with the idioms of general English study the idioms related to legal

sphere. They master their usage and develop their competence in everyday and professional oral and written speech.

As there are different kinds of idioms, and as some idioms might have previously been learnt by the students, the methods of their mastering are also different. For example, idioms of general usage, such as phrasal verbs, clichés, and proper idioms can be introduced, repeated, or drilled by the students, depending on the phrase. Such phrases as *yellow press*, *hot news*, *check-in/check-out*, *hold on*, *give up*, *no parking*, etc. are so commonly spread and so often used that a student of any level can easily interpret and use them. So, the methods of developing students' competence in their usage there is repetition.

Other idioms before they can become a part of the students' thesaurus should be introduced and explained by the teacher. This can also be done differently. The method used by a teacher to explain them depends on the idiom. Sometimes its components are easily interpreted and the whole meaning is clear: *to take somebody under someone's wing*, *to have a head on the shoulders*, *the law of the jungle*, *to give the green light*. In some situations the components of an idiom can be understood and interpreted by the students but the whole meaning appears quite different from the expected and is not inferred from the meanings of the words that make it up. The examples are: *a Dutch bargain* (an agreement for sale in which one party gets an advantage over another or a deal made when one person is drunk), *to be in the red* (to owe money to the bank), *sink your teeth* (to be really excited to start reading a new book), etc. There are also the situations when to interpret an idiom students should have some general knowledge and cultural competence. For instance, *Old Baily* (the Central Criminal Court of England and Wales in London), *Four Freedoms* (from the speech made by F. D. Roosevelt – Freedom of Speech, Freedom of Worship, Freedom from Want, Freedom from Fear), *Murphy's Law* (Anything that can go wrong goes wrong), *the Promised Land* (the land of Canaan promised by the God to Abraham and his race), etc.

To make such idioms understandable and help students to learn them the teacher can 1) introduce an idiom; 2) suggest the students to literary translate its components; 3) discuss the semantics; 4) present the situations in which the idiom is used; 4) give the proper meaning of the idiom; 5) ask the students to create their own situations with the idiom; 6) repeat and drill the idiom in different types of exercises until it becomes a part of students' thesaurus. Following such scheme the students enrich their vocabulary, develop their linguistic, general and cultural competences, their logical thinking and abilities to use language.

Using idioms in their speech the students make it precise and bright. This especially concerns the legal sphere the language of which is full of set phrases and expressions.

In the course of legal English the students can learn such types of idioms:

- phrase prepositions: *in accordance with*, *on account of*, *in addition to*, *on behalf of*, *in compliance with*, etc.;

- idiomatic phrases formed from words belonging to different parts of speech used in pairs: *by and large, null and void, part and parcel, son and heirs, vice and virtue; law and order*, etc.
- set phrases formed by nouns with prepositions: *the rule of law, the court of law, spirit of the law, speech for the prosecution, the bill of rights*, etc.;
- phrases formed by the adjectives with prepositions: *accused of, charged with, accustomed to, acquitted of, common to, due to, prior to*, etc.;
- phrases with adjectives and nouns combination: *capital punishment, open verdict, sealed contract, third party, shadow cabinet, unwritten law*, etc.;
- idioms with verbs and nouns used together: *to bring an action, to administer justice, to pass the law, to come into legal force*, etc;
- set phrases with verbs and prepositions or adverbial modifiers: *call something in, clear something off, get someone off*, etc.

Besides, the students can learn speech patterns used in the legal sphere to gain some professional competence: *beyond the reasonable doubt, to find someone guilty of, to make an objection, objection, your Honour!*, etc.

Many idioms and maxims in legal English have Latin origin and are used in their original form in Latin. It is necessary for a teacher not only explain their meaning but in the examples show how they work within English sentence: *actus reus, mens rea* (That decision was based primarily on an exception to the normal rule that actus reus and mens rea should coincide. Sunday Times (2015) [12]); *bona fide* (bona fide agreement); *de jure, de facto* (The Synod's declarations prevailed de jure but not de facto in the Roman Catholic Church down to the Reformation era.[3]), *ex parte* (an ex parte injunction [3]); *vox populi* (Our radio discussion was prefaced by a long compilation of interviews and 'vox populi' designed to assess national reaction to the speech. Times, Sunday Times (2013) [12], etc.

Sometimes the students can find in the newspapers or on the sites some phrases related to legal sphere, but do not understand their meaning, for example, *kangaroo court*. They realize that the expression is figurative and there should be some explanation to it except for the literary meaning of the words. There are lots of resources (dictionaries of idioms, online resources) where they can find the explanation to unknown phrase. *Kangaroo court* means a court that neglects existing law and makes unfair decisions; illegal court, pretend court, parody of the court, lynching.

All suggested methods of developing the students' competence in English idioms usage are applied during reading, writing, listening and speaking activities at the lessons and then drilled during self-studying exercises at home.

Etymology of basic terms of criminal law

Knowledge of a foreign language within the competence development approach is not possible without some socio-cultural knowledge about the language studied, which, in turn, includes the knowledge of the origin and peculiarities of usage of the terms.

The course of English for law students, among other tasks, includes learning special professional terminology in professionally oriented texts. The terminology of legal sphere is large and diverse, thus, during the course of English it is divided into thematical blocks.

Sometimes it becomes necessary for a teacher to provide the students with the information about etymology of some terms, especially when it goes about English legal vocabulary and its usage. This also fulfils the task of the development of socio-cultural competence of the students.

The legal terminology of the English language is Latin, French (Old French), Old Norse, Old English, Germanic, Hellenic, Italian and Arabic origin and is connected with the history of the English language itself. Many terminological words and phrases are still used in antique form to keep the tradition of Common law [14].

A lot of legal terms came from ancient Roman times; they preserved their original form, and are still used in Latin and universally understandable for lawyers. These are such terms as *actus reus* (*actus rei* in plural) – a guilty act, a necessary requirement for criminal conviction; *mens rea* (*mentes reae* in plural) – guilty mind, intention to commit a crime; *alibi* – elsewhere, i.e. someone was elsewhere at the time a crime was committed that is used as a defense; *corpus delicti* (Bodies – *corpora*; *delictorum* – of crimes) – body of the crime, physical elements, facts of a crime; *malum in se* – evil in itself, means naturally criminal; *victim* – somebody who suffered of violence or a wrong (the Latin *victima* meant a sacrificial animal); *malum prohibitum* – (plural *mala prohibita*), (prohibited evil) – an act criminal by law but not by nature.

The Latin language also served the law of Western Christian church in the Middle Ages which was codified in the middle of the 12th century and became known as Canon law. Cannon law was applied to church cases in England and elsewhere in western European countries. The examples of the legal terms of such category are: *extortion* – the crime of compelling payments by violence or threat (wringing (*torsio*) out); *infraction* – breaking of a law or regulation; *investigate* (*vestigia*) – to follow the tracks; *delinquent* – (leaving behind); neglecting appropriate action or behaviour.

Then the Latin language became combined with English and French when it was used in the court or in legal sphere, and thanks to such ‘collaboration’ now we have such terms in legal English as *accomplice* – one involved in a crime (Latin *ad + com + plicatus*); arson – burning; *conspiracy* – (Latin – *spirare*) – whispering together; constable – (Latin *stabuli*, French *conestable* – officer of the stable) – the head of the household cavalry or police guard in the French and English royal courts; *counterfeit* – (Latin *contra + factum*) – made in imitation, in particular, false coin; *felony* – (Latin *fel* – gall, bitterness; French *felon* – venomous person whose mind is poisoned by his gull) – a cruel criminal who commits grave crimes; *forgery* – (Latin *fabricare* – to manufacture", French *forger* – metal work) – fabrication, false creation; *larceny* – (Latin *latro*, then the French *larcin* – thief)

the crime of theft; *misdemeanor* (Old French *misdemener*), – misguiding oneself; misconduct; an offense classified in Criminal law less than a felony; etc.

As it is known the English language belongs to the Germanic language family and was formed on the basis of the languages and dialects of the German tribes. Most of them had customary laws. The unity of German tribes was called the Franks (free men). Some legal terms are from that period, for example, *burglary* (German *burh* was a walled house or village; the Old English *burghbrech* – breaking and entering, in Latin – *burglaria*) – breaking into a house, especially, at night; *manslaughter* – man killing; *robbery* – (from Old German *roubön*, or to take by force) – wrongful taking of movables with violence or threat; *murder* – (from Old German *mord*) – unlawful killing; *vandalism* – the Vandals were a German tribe that migrated to the Mediterranean coast and destroyed ancient Rome in 455 AD. They had their own religion and in the eyes of the Orthodox Christianity were heretics, cruel and merciless. All forms of causing destruction started to be called vandalism and now it is the crime of behaving like the Vandals.

In the 3d century they invaded Roman Gaul and adopted some Romance language, then the land and the language began to be called France and French. Then in the history the Scandinavian invasion happened. The Northmen (Normans) invaded the northern and western part of France (present Normandy) and influenced the language and the legal sphere of this part of the territory. But the French language was the language of law and privileged class of feudals. Some terms from the legal sphere go back to this period: *embezzlement* (from the Middle French *embeseiller*, “to destroy”, “devastation” of an entrusted property); *bribery* (In Old French a *bribe* was a crust of bread, a handout to a beggar); then the corrupt receiving of goods, then the giving as well.

The terms of Criminal law which have Hellenic (Greek) origin and them were adopted by the English language are, for instance, the term police. The Greek *polis* means “city”, and the Greek-Latin *politia* means “public policy”, or the management of a city, its peace force.

At present a lot of sites offer the explanation of the etymology of the words, including the terms of Criminal law. Pursuing the goals of each particular lesson and with the purpose of developing the students’ general and socio-cultural competences a teacher may use one of these sites:

<https://www.etymonline.com/>

<https://www.oxfordreference.com/>

<http://corsanoandwilliman.org/latin/work/legalterminology.htm>

<https://www.alphadictionary.com/>

<https://search.lib.umich.edu>

<https://www.etymonline.com/search?q=comment>)

Developing writing skills in law students

To develop law students’ skills in writing such kind of activity can be proposed. There is the difference between the terms commentaries and comments.

Remarks and explanations can be given on different occasions: political issues, scientific problems, legal proceedings, sports events, etc. Explanations in books to the text, notes and references provide the readers with additional essential information on the topic, issue, cultural or historical background, scientific views, etc. It is a commentary. Thus, the term may be substituted with such words as analysis or review. Analysis may mean even criticism. For law students commentaries for Laws, Codes, and governmental decisions and policies are of a significant value.

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

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

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

Comments mean commenting on some topic or issue in social media. The Internet as the global information and communication space operating according to certain rules also offers the possibility of social networking including the possibility to comment on information by offering this function. Alongside with

receiving certain information, establishing contacts with interested people, participants of such social networks have the opportunity to express their opinions about a particular fact, event, phenomenon, etc. Sometimes such comments can be extended to the topics which are quite far from the initial one. But usually they really concern the stated topic. The possible synonyms to the comments are opinions, attitudes, remarks, notes.

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

Media literacy skills development in future criminal justice experts

Media and information literacy skills are among people's essential skills nowadays [4]. It is a complex concept proposed by UNESCO in 2007 that covers the competences related to access, analysis, interpretation, critical assessment, use, creation and dissemination of information from the books, media, as well as from interpersonal communication. Accordingly, media and information literacy include the skills of information literacy, media literacy, plus digital and technological literacy. These skills are interrelated, and their development is needed to improve the interaction among people, people's interaction with the information for different purposes, including the educational. Media and information literacy "promotes the individual's rights to communicate and express, and to seek, receive and impart information and ideas. It encourages the evaluation of media and information sources based on how they are produced, the messages being conveyed, and the intended audience", says one of the UNESCO documents [15].

But what is information, people should be literate in? According to Merriam-Webster Dictionary, the first and the most general definition of information is "knowledge obtained through investigation, study or instruction; intelligence, news, facts, data" [16].

To have information literacy means that a person should be able to work on extracting knowledge, data from different sources, to find the sources, to assess the data according to the purpose, to use and organize it efficiently. Media literacy means understanding of the role and functions of media, critically analyzing the contexts of any media message, its content, also means the ability to produce the own content. Media and information literacy skills help to develop critical thinking and life-long learning skills which are also essential for modern active citizens.

Studying at the university is just a part of the process of life-long studies. But at this stage students can actively develop their media and information literacy skills. They are given research based tasks, they write reviews, essays, term and course papers. Such kind of tasks presupposes working with literature, collecting and extracting, evaluating and using the information for a specific purpose.

Usually students work with the scientific information. Scientific information, presented in scientific literature, reflects the current stage of scientific knowledge in this or that area of science, the results of some scientific research, data, new view of some phenomena, etc. While writing their assignments at the university students learn how to make a correct choice of the thesis of a statement that needs to be proved; how to find correct argumentation that proves the thesis; there should be enough arguments in the form of statements, authoritative opinions, some numbers, figures, comparisons. If the arguments are presented in a visual form, they are better accepted (for example, the students can create a presentation with tables, diagrams, etc). A very important thing in the scientific paper is a kind of discussion – the students should be able to see an alternative view or approach to a scientific problem, and comparing the views, present sufficient argumentation in favour of their view. It is also valuable when the students are learnt to predict possible questions to their scientific statement and are ready to answer possible questions.

For the experts in the area of criminal justice media and information literacy competence is especially important as they very often have to evaluate credibility of witnesses or testimony. Of course, the procedure of investigation and evaluation of witnesses and their testimonies is prescribed by the criminal procedure, but human factor is also should be taken into account.

The development of the media and information literacy skills of the future criminal justice experts is realized during their professional classes as well as during their general classes. For example, this is realized during practical course of the English language. The students are tasked to prepare individual research work on a specified topic; to make media or newspaper article reviews and annotations, to prepare reports for the students' scientific conference. While annotating the article from the newspaper or an Internet source, they give their own opinion as for the information contained in the source. They not only stay up-to-date, but also develop media and information literacy skills so useful in their future professional life.

Distance learning: the approved advantages of implementation

If until 2020 year distance learning was one of the possible forms of providing and receiving education (alongside with traditional or blended learning), but in the conditions of pandemic, general quarantine and lockdown this form of education has become the only possible. Many educational institutions had to implement, develop and improve the distance learning system for their students in the shortest possible time. Distance learning, carried out with the help of constantly advancing computer technologies, has replaced the so-called correspondence learning. The introduction of mass distance learning has adjusted its tasks and goals, made it possible to re-evaluate its advantages and disadvantages.

It made it possible to cover the majority of students thanks to the operation of the information system in real time, regardless of the territorial location where the students had to be locked down during the quarantine. Information systems

existing in educational institutions made it possible to plan, implement and manage the educational process. The almost total transition of educational institutions to the distance form confirmed its already known advantages, namely, functionality, modularity, flexibility, clarity and objectivity, compliance with standards, as well as the ability to take into account the individual characteristics and needs of the students.

The distance learning system assumes the availability of educational materials in the specified sequence of their implementation, their distribution and provision of joint access for the students and teachers. The system is distributed over the Internet or through other network systems. It includes online lectures, seminars, conferences, practical classes (attributed to synchronous learning). It also includes various tasks developed in advance for the implementation of projects, assignments, problems solving, testing, as well as methodological recommendations for their implementation, which the student can perform at a convenient time for him or her, self-studying (so called asynchronous learning). That is, the system is suitable both for studying the material and for monitoring the work of students in various disciplines, both special professional and linguistic.

The special software used to operate the system allows the teachers and administrators to provide training and information materials, organize the administration of the educational process, control it, conduct consultations both in real time and remotely (for example, in chats via various instant messengers or e-mail).

The forms of conducting classes remotely are videoconferences (for example, using the Zoom service), which allow the teacher to conduct in-class-like classes in real time, either individually with one student or with a number or a group of the students. The advanced capabilities of such a service allow the teacher to divide students into groups to complete certain tasks and monitor and correct their implementation, from time to time connecting to any of the groups. This capability is especially valuable for teaching a language that involves various forms of interaction: a Teacher – Students; a Student – Students; a Student – a Student.

On the level of the educational institution (Neik) distance process management system means that there is a central server that provides the relevant educational content, divided into different modules, sections, being subdivided according to the content and learning objectives. Learners gain access to the content and tasks according to the academic programs of the institution or department on each stage of the training. Students can have an access to the materials through a caching server, thus, the distance learning system includes both content and organizational components.

The e-learning system provides the student with personal opportunities in using content, access to information resources using special links, the opportunity to communicate with the teacher, conduct control and test work, reporting. A content management system is a database with access to it using keywords and can

contain catalogs of text, graphic, audio and video materials, and use and manipulate them as needed.

From the teacher's side, a learning management system also means registering and controlling students' access to the system and educational materials, organizing their studies in the form of providing access to essential materials, methodological recommendations. In fact, a full-fledged educational process takes place, provided there are no technical problems and there is the availability of high-quality equipment and devices and access to the Internet.

Distance learning organization and implementation: issues and experience

The problems of implementation of distance learning for the universities were: preparing all-institution platforms for presenting on-line courses and materials as soon as possible, choosing the most appropriate tools and instruments for this and do in at a very short time. In turn, the lectures and methodologists had to prepare necessary materials and organize the students for their proper learning. The important issue was a proper assessment of the students' results. The listed problems are of an objective organizational character. Most universities successfully coped with the problems of organizational character, very quickly providing the all-University Moodle platform for the participants of academic process – students and lecturers. The dean's offices were tasked to be in constant touch with all the students, and they managed to reach them even in spite of the problems with the Internet access in the remote regions the students live or stay. Bad Internet connection for the participants of the academic process could create the problem of objective technical character, but even in such conditions the students communicated with the lectures or tutors in additionally agreed time out-of-the schedule. Teachers used the opportunities of Zoom conferences, Google Teams and Meets as well as the Google Classroom opportunities to interact with the students. All those tools and instruments were helpful even for the practical course of English which presupposes usage of communicative strategies and interaction. Google Classrooms helped to leave the instructions for the students, during Zoom conferences teachers could interact with each student personally; Moodle platform was useful, for testing the students, etc.

Now as the distance learning continues, as new instruments and tools are becoming available, it is the matter of time to adopt them for the efficient teaching and testing of the students for their professional development.

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2.23 COMMUNICATIVE APPROACH TO FOREIGN LANGUAGE PROFESSIONAL TRAINING OF FUTURE SPECIALISTS OF THE ECONOMIC PROFILE

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The relevance of research. In the context of the globalization of the world economy, the transformation of the world space into a single zone, new, modern institutions and mechanisms of interaction are developing. The active participation of Ukraine in world economic processes determines the need for new, corresponding to modern requirements, qualities of specialists, and also determines the need to bring the level of their training in line with the integration processes in the world and, above all, the level of proficiency in the languages of interethnic communication. Therefore, attempts to reflect new views on the content, structure and quality of modern education in Ukraine seem to be quite reasonable.

The actual problem of the education system is overcoming technocratic tendencies in the training of specialists in various fields. The education system should provide training for specialists capable of working within the framework of a holistic human culture, for continuous, free creative self-development. There is a need to study the features of training specialists, the formation of their professional skills in the process of communication in foreign language lessons, more effective didactic interaction. In the context of the development of international relations, business partnerships, the need for specialists who have the skills of foreign language communication in the field of professional activity is increasing.

The basis for organizing the system of foreign language professional training of a future specialist in economic profile is a set of approaches to the study of foreign languages, which, in turn, are based on the theoretical foundations of linguodidactics and are expressed (in a practical sense) in certain strategies, technologies and methods.

After analyzing a number of theoretical sources on the problems of teaching foreign languages in non-linguistic higher educational institutions [2–5; 7], we can conclude that studies of such popular approaches as:

- competence-based;
- competence and activity-based;
- communicative;
- personality oriented;

- activity-based;
- linguocultural;
- integrated;
- contextual;
- personal and activity-based;
- differentiated;
- intercultural;
- linguistic professional;
- integrative and developing.

In our study, we adhere to the position of increasing the efficiency of the system of foreign language professional training of a future economist through the use of a complex of several approaches, to which we attributed competence-based, environmental, collaborative, integrative-developing, communicative and intercultural.

The main purpose of this article is to describe the features of the communicative approach to foreign language professional training of future specialists in economics.

Describing the features of the communicative approach, which is rightfully recognized as key in foreign language professional training, we note that its main idea is the fact that a foreign language is primarily a language of communication, therefore, in accordance with this approach, the goal of teaching a foreign language at any level is the formation of communicative competence. Having considered the features of communicative competence from the standpoint of the competence approach, we will now carry out its analysis from the point of view of the communicative one. So, the specified competence consists of several subcompetencies:

- linguistic, which implies the assimilation of the language as a system of linguistic elements – speech statements, lexical and grammatical structures, etc.;
- sociolinguistic, aimed at the formation of skills for the adequate use of linguistic means, depending on communication situations;
- discursive, which is focused on the development of understanding and use of the mechanisms of coherence of perception and the generation of individual speech units in accordance with communicatively significant speech formations;
- strategic, involving familiarization of students with the peculiarities of the socio-cultural context of the functioning of the language;
- social – a complex of skills of productive interpersonal communication [1, p. 28].

In general, the communicative approach grew out of the concept of language competence by N. Chomsky [2, p. 503], which was based on the emphasis on the formation of the student's skills to produce grammatically correct structures. Let us highlight the main features of the communicative approach to foreign language vocational training based on the analysis of the works of V. A. Bukhbinder, T. M. Yenaliyeva, I. A. Zimnyaya, G. A. Kitaygorodskaya, Ya. M. Kolker, Ye. I. Passov, E. S. Ustinova, N. Chomsky [2–5; 7]:

- priority of meaningful mastering of linguistic material;
- emphasis on the development of communicative competence as a set of skills for the effective use of the language system for personal purposes;
- the formation of personal meta competencies in relation to the studied language material.

One of the forefathers of the communicative approach can be considered Ja. M. Kolker [3], who made a special emphasis on the active nature of speech. We share the opinion of the scientist and also believe that speech is, first of all, an activity that contributes to solving the problems of human activity proper in the social interaction of people in the process of communication.

Summarizing the work of I. A. Zimnyaya [4], G. A. Kitaygorodskaya [5], A. A. Leontyev [6], the following conclusion can be drawn: scientists are of the opinion that there is no speech activity itself, it is a system of speech acts that are already elements of any kind of activity (theoretical, intellectual, practical). We agree with the opinion that foreign language professional training should be carried out in the key of the formation of the independent activity of the future specialist (I. A. Zimnyaya).

Another pioneer in the theory of the communicative approach is Ye. I. Passov [7], who developed its theoretical foundations and practical justification. According to the author, the approach is based on communicativeness, which is implemented in the speech orientation of foreign language education, and it is important to note the fact that speech was the goal of learning foreign languages in many methodological concepts in the past, while the communicative approach emphasizes the importance of the practical use of language on the way to this goals. In other words, speech in this sense is not only a goal, but also a means of achieving this goal.

One of the key concepts of this approach, in addition to communicative competence, is the concept of speech partnership, which is defined as a system of productive speech interaction in a foreign language in the course of educational activities. In this regard, a number of scientists headed by M.B. Rachmanina [8] say that in addition to teaching speech, it is necessary to take into account a number of additional aspects: teaching should also be focused on the formation of the ability to enter into communication, its completion and renewal; the ability to maintain their strategic line in communication, to implement it in contact with the strategies of other students; the ability to take into account the characteristics of new speech partners, change their roles, direction of communication; the ability to predict the speech behavior of partners.

The communicative approach involves the development of all language skills (speaking and writing, reading, listening). Mastering grammar also occurs on the basis of communication in the language: initially, memorization of words, expressions, linguistic formulas is carried out, and only then the analysis of their grammatical meaning takes place. The explanation of the rules, the semantisation of new words are organized on the vocabulary familiar to the student, grammatical constructions and expressions, and gestures and facial expressions, drawings and

other visualization are also actively used (taking into account and authentic audiovisual means that are designed to motivate students to study the culture and traditions of the country, the language they are learning). Taking this idea into account, we will describe the features of the communicative approach to foreign language professional training of future economists. The priority here will be the analysis of possible situations of professional communication of a specialist of this profile (negotiations, holding meetings and briefings, business telephony on economic topics, strategies to persuade partners, debates). In this regard, a foreign language course in a non-linguistic university should be focused on practicing verbal communication skills in these situations.

Here is an example of training negotiating skills. Students had to prepare dialogues on the situations presented on the class presentation slides, for example, about salary increase and promotion possibility: *“You’ve been performing your work for a long time without salary negotiation or pay rise. Despite good results you’re still earning the average salary similar to that of other colleagues. So you pluck up the courage to make an appointment with your Manager... Negotiating salary increases – how would you do it?”* On the next slide of presentation recommendations which can form a basis for possible dialogue between the employee and the employer are made: *“Find and overcome your Manager’s resistance to giving you a pay rise. 1. You can justify reasons for a pay increase – good results, and that you’re earning less than you’re worth. Yet when thinking, “I deserve a pay rise,” there’s a tendency to become disproportional – too much focus on “me”, too little focus on my Manager. **Consider WHY your Manager hasn’t already granted you a salary increase.** 2. Meet privately with him/her and, focus on investigating rather than defending your position (e.g. “What needs to happen?” rather than “But I’m really worth it!”). If you are honest and open about seeking information, you’ll find most Managers will give you honest feedback and try to help you”*.

In the course of conducting classes on the communicative approach for future economists at the university, it is necessary to create situations of pair or group communication of students within the framework of the thematic situations described above. The role of the teacher here is organizational in nature, which encourages the teacher to direct communication, ask leading questions, highlight the original points of view of students, and solve controversial problems.

Separately, it is necessary to comment on the system of exercises for training the speech skills of future economists from the point of view of the communicative approach. Unlike other approaches that emphasize repetition and memorization, the communicative approach brings forward a new type of exercise – the open type. In the course of their implementation, the participants themselves do not at first know what their communication will lead to, it all depends on the reaction and answers in the course of execution. This sparks students’ interest in the lesson and the language being studied. One of the obvious examples here are forms of work such as role-playing – imitating communication

situations of future economists in a professional context, conducting debates, open panel discussions of an economic orientation in a foreign language.

Besides, role-playing is an option from the standpoint of developing crosscultural and socio-psychological competence of future specialists in economics. It provides students an opportunity to feel and express themselves in any business situation typical of representatives from different cultures. Role-playing is a powerful means of developing and practicing students' cross-cultural skills in simulated cross-cultural encounters. It enables them to demonstrate skills of cross-cultural awareness. Once students have practiced role-playing simulations and have fully mastered them, they can approach the corresponding real-world situation with greater confidence.

An equally important feature of the integration of the communicative approach into the foreign language professional training of future economists is that most of the time in the lesson should be devoted to the practice of oral communication. At the same time, the ratio of the teacher's speaking time to the students' speaking time corresponds to the proportion of 20/80, since the communicative approach presupposes the assimilation of the learning process to the model of the communication process. Nevertheless, one should not forget about other types of speech activities that are no less relevant for an economist (business correspondence with business partners, writing memo, reports, notes, etc.). In this regard, it is important to note that the development of writing skills in this aspect also occurs with the integration of communication exercises (discussions, analysis of patterns and mistakes in a foreign language).

Currently there are many attempts to introduce the *case study method* into teaching different humanitarian disciplines, including a foreign language. It is explained by the fact that foreign language lessons provide extensive opportunities for the implementation of the methodological and educational potential of the case method. Due to its interdisciplinary nature, foreign language information presented in a case, it becomes a source of new personally meaningful knowledge. The problem presented in the case becomes an incentive for students to the acquisition of the necessary knowledge for a successful solution to the tasks.

A new approach using active teaching methods, to which refers to the case method, determines the goal of teaching a foreign language in as a means of professional communication as a transition to more effective communication and professional behavior.

The case method is an active, problematic method learning based on the description and system analysis of real events (situations) from the life of companies, aimed at successful socialization of personality, improvement of communicative and professional skills, through the creation and immersion of students in context of business processes. The case method corresponds to the main goal of business education: preparation of proactive, energetic, creative, focused on the success of specialists and, consequently, the increase and activation of human, intellectual and social capital.

Cases are also an effective means of shaping partnerships based on communication. Communicative approach is manifested in the fact that students in the course of joint training projects and discussions learn to listen to each other; set constructive questions; be receptive and tolerant of the opposite opinion; competently, logically and reasonably express your point of view; urge; criticize and respond to criticism; accept and take into account comments that create the basis for further fruitful work.

Being an innovative, active method, the case method also implements one of the main provisions of contextual learning: knowledge transfer through educational problem situations, demonstrating and providing immersion in the context of future professional activities.

The problematic task presented in the case contributes to the development critical, analytical thinking, predictive skills. Problematic presentation and organization of the material assumed by the case, ensures the introduction of an element of novelty in the educational process. Sinking through a case into modern realities, students get the opportunity apply your knowledge in practice, acquire new dynamic, linguistic and professional knowledge through interaction and exchange of experience with other students.

The case helps students discover new ways to self-improvement, development of personal and professional qualities, which leads to increased motivation and, as a result, creative independence of students. Since the case method is aimed at generating plurality in solving problems, it does not give universal formulas, but teaches to develop tactics of behavior, develops skills of independent work to improve professional knowledge that necessary for successful adaptation to the changes taking place in chosen profession, as well as creatively and efficiently fulfill their job responsibilities.

To master language is not only to understand and know, it is to have an ability to mobilize acquired language skills to solve certain communicative problems in different contexts, situations, areas of educational, scientific and professional activity. In addition, not every knowledge is logically transformed into the skill, but the latter is usually formed through knowledge. Consequently, language proficiency is the multicomponent, complex concept that implies both the individual richness of the speaker's vocabulary and the clarity, accuracy, expressiveness, normativity of his/ her speech, and understanding the nuances of the words meaning, and distinguishing linguistic means by their stylistic coloring, and perfect mastery of the ways of constructing texts and sentences of different structure by means of this language, and knowledge of national peculiarities of form and word formation and speech etiquette, as well as the ability to provide phonetics and intonation severity of their spoken language. The speech competence is the combination of thinking and language, the precision of expression of thoughts, feelings, clarity, the comprehensibility of semantic connections and the relations of the speech units in communication and the relation of objects and phenomena in reality. Culture of speaking, as well as

communication culture, must be taught at all stages of training and retraining of the competitive professionals.

Conclusions. Thus, the subject of the communicative approach is speech activity in a foreign language, in which the foreign language itself is used as a means of teaching. The main goal of studying a foreign language from the position of a communicative approach in a non-linguistic university is to teach how to communicate in it using communication in a professional context. In this regard, the development of foreign language professional competence of future economists is constantly carried out on the basis of correlation with real situations of communication from the future business context of students.

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2.24 DEVELOPING BUSINESS COMMUNICATION SKILLS FOR STUDENTS OF NON-LINGUISTIC UNIVERSITIES AT FOREIGN LANGUAGE CLASSES

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The answer to the question “Will university graduates become professionally competent specialists?” largely depends on how well the role of each academic subject in solving the most important tasks for specialist training is defined. To assess the importance of a foreign language as an academic subject in forming business communication skills we need to be well aware of what society, a country gets, if its citizens speak a foreign language, and what possibilities the knowledge of a foreign language can give to a person who begins to live in market conditions, and via this person to the society.

The problem of teaching foreign language business communication has many aspects that have been the subject of the research done by both domestic and foreign scientists (G. Borozdina, D. Bubnova, V. Buchbinder, S. Buchatska, N. Gorbunova, O. Danylenko, R. Elis, O. Kaverina V. Knorrning, A. Koval, S. Kozak, A. Komarov, A. Krupchenko, L. Palamar, N. Schmitt, H. Widdowson, etc.). However, some of them are insufficiently studied, in particular, mastering specific language skills that will contribute to a successful career in the future.

The purpose of this research is to find out what the process of mastering a foreign language gives to a person, what way a foreign language can contribute to developing business qualities of a personality and professional skills of business communication that are important for future specialists.

A foreign language is objectively a public value, so its inclusion in the higher education program is a social request of the society. A foreign language, like a native language, does not exist in isolation in society and cannot live its own life. It is closely connected with all spheres of society: economy, politics, art, education, etc., reflecting the mentality, culture of the country it represents.

A foreign language, like a native language, performs two important functions in the life of a person and society: communication and cognition. However, the difference is that a foreign language serves as a means of not only interpersonal but also interethnic, interstate, international communication. In addition, through a foreign language the awareness of things that are impossible to learn using the native language adequately and promptly takes place. In recent years, new factors have begun to act in various spheres of society, radically

changing the status of a foreign language as an academic subject. In economic and sociological studies of recent years, it is noted that, in order for domestic enterprises to successfully compete with the best foreign companies, each qualified specialist must learn what is being done, what is planned to be done by developed countries in corresponding fields of science and technology, from foreign primary sources. It has been shown in practice that not only translators are needed, but highly qualified specialists who are fluent in a foreign language. Waiting for an article to be translated and then published is an unaffordable luxury with the rapid development of science. And, besides, only a narrowly focused” specialist can decide which article should be translated completely, and which one only partially [1, p. 21].

The importance of a foreign language in the economic industry is also increasing in connection with restructuring the system of foreign economic activity of enterprises, creating joint teams of scientists and specialists, sharing scientific and technical documentation, etc. To do this, you need to have highly qualified specialists who can not only read special literature but also communicate in a foreign language. Thus, proficiency in a foreign language is now becoming one of the key elements for the professional competence of a specialist.

The new concept of teaching foreign languages in non-linguistic universities emphasizes that a foreign language is an integral component of the professional training of a modern specialist of any profile. The university course is communicatively and professionally oriented, therefore its tasks are determined by the communicative and cognitive needs of the corresponding focused specialists.

Taking into account the important role of a foreign language as an academic discipline in the process of training a specialist, it is worth noting its main functions. One of the general functions of a foreign language, like any other academic subject, is to ensure the general development of the student, expand his/her horizons, knowledge about the world around him/her, about people who speak this language, about cultural, historical and national values. Any training is associated with forming certain personality traits of the student. Purposeful education of students in general, as well as certain qualities of their personality, that are necessary for their professional development, is one of the most important functions of a foreign language. As psychologists note, the time of study in the HEI coincides with the second period of adolescence or the first period of maturity, which is characterized by the complexity of forming personality traits (B. Ananiiev, A. Dmitriiev, S. Yesareva, I. Kon, V. Lisovsky, etc.). A characteristic feature of moral development at this age is the strengthening of the conscious motives of behaviour. The qualities that weren't present in the senior grades are noticeably strengthening, namely: purposefulness, determination, perseverance, independence, initiative, the ability to control oneself [2, p. 6]. Knowledge of these psychological characteristics will help the teacher take them into account during the organization of the teaching process to improve these qualities and develop others on their basis, transferring them to a qualitatively new

level, the level of possession and application of such personality qualities in professional activities.

A foreign language as an academic subject provides a significant contribution to the culture of students' mental work, developing such specific educational skills as the ability to use bilingual linguistic dictionaries, grammar reference books, notes for the rational implementation of academic tasks. All these things teach students to work independently, create the prerequisites for developing needs for self-education.

A foreign language as an academic subject has a great influence on the development of students' creative abilities. The present requires not only active participants in society, but also participants-creators with developed abilities, creative people with flexible thinking, capable of solving new problems. Communicative teaching of a foreign language has a positive effect on the development of all mental functions of a person. It has a particularly vivid effect on the development of generalized abstract thinking. That is the point that draws L. Vygotsky's attention, pointing out that a foreign language ... frees a child's speech thought from the captivity of specific linguistic phenomena [3]. In the mind of a person who knows only his native language, the essence of thought and the methods of its design are inextricably linked. A foreign language makes it possible to understand that, in contrast to the native language, there are other ways of expressing thoughts, other connections between the form and the meaning. Most researchers undoubtedly admit that when studying a foreign language, the development of thinking occurs not so much by comparison with the native language, but as a result of solving speech-mental problems that contain elements of problematicity associated with the semantic content of the learning process, are constantly becoming more complicated. Thus, the cognitive and communicative functions of thinking are actively developing. The study of a foreign language also contributes to the development of such important mental operations as comparison, analysis, synthesis. It is also worth noting that mastering a second language has a good effect on the development of the abilities of the speech apparatus. Phonemic and intonational hearing, imitative abilities, the ability to guess, selecting the main thing, all types of memory, voluntary memorization are developed. Modelling real-life situations in the classroom, participation in role games, actions in supposed circumstances develop the imagination and creative abilities of students [4, p. 27].

First of all, we must emphasize that the study of a foreign language undoubtedly has a positive effect on the culture of communication, speech in the native language. There is no doubt that the formation of speaking habits in a foreign language contributes to developing all levels of students' speaking ability, including auditory, visual and motor sensations. Students learn to plan their verbal behaviour, correlating the purpose of each action with the expressed content and the language means available to the student. Working on the text trains you to think thoughtfully about reading the book in general. Exercises such as drawing up a plan, abstracts to the text, topics, stories from a plan or drawing, develop the

skills to logically express your thoughts. All this undoubtedly contributes to an increase in speech culture. Thus, the positive impact of learning a foreign language on improving the mastery of the native language should be understood both in a broad way (culture of verbal communication) and in a narrow way (thoughtful use of the native language means).

However, studying a foreign language as an academic discipline in the HEI we can confidently assert that today its general educational and educational functions are not the main ones. Of great importance is the function of a foreign language as a means of forming a professional orientation, that is, interest in a future profession and the desire to gain knowledge through the largest possible number of communication channels, one of which thus becomes knowledge of a foreign language, which provides an opportunity to know achievements in the professional field abroad. This function is realized through the organization of the entire educational process, the content of the actual educational material, its focus, as well as through the methods of introducing this material and the forms of interaction between the teacher and students in the educational process. All of the above facts give reason to talk about the achievement of a further strategic goal – professional development – thanks to mastering a foreign language. At the same time, a two-way connection is established between the student's desire to obtain specialized knowledge and the success of mastering a foreign language. Whereas a foreign language is a means of both quantitative and qualitative improvement of knowledge in a special field, there is a desire to master this means.

Unlike other academic subjects, a foreign language is both an aim and a means of teaching. So, if a student masters all other subjects through language as an instrument, then in mastering a foreign language properly, the problem of gradual, externally controlled mediated assimilation occurs. The difficulty is to accurately determine the transition from what is the goal at this moment and will become a means to another, more complex goal tomorrow. This means for the teacher the need for the distributing educational material (language means, intended educational actions of students for solving educational problems) in time based on “aim-means”, that is, the sequence of the including linguistic phenomena. Then the issue of taking into account linguistic difficulties, interference of the native language, usage, etc. is solved.

In our work, we analyze the functions of a foreign language in the process of training a specialist. As you know, the basis for the organization of production and social relations, the area of management and the service sector is the ability to communicate, and this is the purpose of teaching a foreign language – teaching communication. Communicative training involves organizing the learning process as a model of the communication process. Classes in a foreign language become classes of teaching communication via the communication itself. During training, students study communication techniques, master speech etiquette, strategy and tactics of dialogical and group communication, learn to solve various communication problems, to be language partners [2, p. 26], that is, they master the skills to communicate, establish contacts with other people, learn to show

initiative, benevolence, tact, which are the most professionally significant qualities of a modern specialist. “A foreign language, according to I. Zimnya, is the only subject in the HEI, in the process of training which a teacher can afford to teach an adult the culture of verbal communication purposefully” [5, p. 32].

It should be noted that taking into account the results of the experimental work, scientists found an inverse relationship between the study of a foreign language and communication, in particular, not only the study of a foreign language increases the culture of communication, but the opposite process also occurs: communication intensively affects the acquisition of a foreign language, productivity assimilation of a foreign language material in the context of communication increases significantly. This is facilitated by the following factors: high activity of communication partners; a favorable emotional working background, which is provided by communication; the emergence and development of a specific function of control and self-control over speech in the process of communication.

Communication, according to Ye. Passov is not only and not so much a natural gift as technology: methods of establishing contacts, the ability to see, feel, perceive, understand the speaking partner, knowledge of the social interaction laws, knowledge of ways and means of verbal and non-verbal communication, etc. – all this requires serious, systematic training [4, p. 118].

Communication in the majority of modern specialist activities not only serves other types of activities but also is of decisive importance in the implementation of professional functions. The inclusion of foreign language speech activity in the structure of professional activity makes it possible to build the process of teaching a foreign language as a model of communication, where the focus will be on mastering foreign language speech behaviour.

The interpersonal aspect of professional and business interaction comes to the fore in situations such as establishing personal contacts with foreign colleagues, writing business letters, performing telephone conversations, giving presentations, arranging meetings and negotiations. Students, as a rule, experience problems not in mastering the terminology, signal words, the thesaurus of their profession, because the lexical and grammatical aspect of many areas of professional activity has been thoroughly researched and there is a large selection of lexical minima and the most frequent grammatical means of most industrial areas of activity. The greatest difficulties are caused not by the informational, but by the interactive aspect of professional communication: how to give a presentation to interest a partner; how to compose a request to be sure to receive a response or order; how to get the most out of a phone call or letter.

Knowledge of the rules and regulations of business communication is especially important in cross-cultural professional interaction. The successful result of the above-mentioned complex interactive situations of business communication is largely determined by the ability to establish the interpersonal aspect of professional communication, which depends on the consciousness and knowledge of the stages of the situation, strategies and tactics of cooperative

partnership, their language markers, interactive speech signals, the specifics of the partners' business culture, knowledge of the thesaurus of a certain professional environment, and, most importantly, from the ability to correctly interpret the communicative intention of a partner in the texts he/she generates in a foreign language.

Thus, speaking about the language of business communication, we actually emphasize that it is not only about mastering professional information and linguistic knowledge, but also about interactive knowledge, skills and abilities.

Multidimensional options for the above-mentioned situations of business communication greatly facilitate the developing communicative competence, also contains the skill of business communication, in three main areas: encyclopedic knowledge (professional thesaurus and socio-cultural components reflecting the specifics of the business culture of a foreign language society) linguistic means; knowledge of the norms, conventions of business communication (how to start, interrupt, end a dialogue; interpret explicit and hidden strategies for implementing a partner's intentions through discursive signals, recognize the markers of strategies and tactics, etc.).

Artificial withdrawal of the socio-cultural, psychological, cognitive aspects of teaching intercultural communication from the process of mastering a foreign language and reducing it only to knowledge and skills to build and understand sentences is illegal because then the language is studied only to know it as a system, and not for mastering communicative activity. On the other hand, only a gradual and thorough study of the achievements of these humanities (social psychology, sociolinguistics, cultural studies, ethics, etc.) expands the student's erudition but does not guarantee their successful assimilation. The solution to this problem requires the reproduction of real situations of business communication in educational conditions in the classroom in a foreign language. By immersing a student in specially designed situations of business communication, it is possible to a certain extent to fill in the gaps in his knowledge and qualitatively prepare him for communication in future professional activities, not only in a foreign language but also in his native language. However, the entire volume of linguistic, regional and linguistic knowledge necessary for real business communication in the real world cannot be learned within the framework of a university course. Therefore, it is necessary to select integrative knowledge and skills, that is, to sort out, depending on the goals of training and the content of the course, the amount of knowledge and skills that will be sufficient for the implementation of business communication in the real activities of future specialists. Such skills, which are integral components in all basic forms of business communication, are as follows: to establish contact with the interlocutor; to ask questions; listen to a partner; answer the question; clearly and concisely express your proposals, conditions, interests; justify your point of view; convince a partner; prepare a report, public speaking; summarize the results of the discussion; complete business communication to maintain contacts with a partner in the future.

According to the purpose of our paper, as well as based on diagnostic indicators, we have identified the main stages in developing business qualities of a personality and professional skills of business communication that are important for a future specialist. We have revealed the possibility of creating a unified model of the process of developing business communication skills among students of non-linguistic universities. Our further research will be devoted to the substantiation of this model, its implementation in the process of teaching a foreign language in a non-linguistic HEI, as well as diagnostic support of the process of developing business communication skills using a foreign language.

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2.25 NEW INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Every year, more and more varieties of methods and forms of distance learning with the use of new information technologies appear in the field of teaching a foreign language. They represent not only separate technical means or systems for the exchange and transmission of information with the help of which the educational process is carried out, but also an integral system of teaching methods aimed at developing the communicative competencies of students, the development of speech skills. The main subject of studying a foreign language is the development of all types of speech activity, starting with oral communication and ending with the development of abilities for versatile work with a text to extract information, as well as the formation of an utterance based on this information. Work experience shows that the use of various electronic sources and

means arouses interest among students, increases their motivation to study. However, it should be noted that their use in the educational process is different: from full distance learning to partial use in lectures and seminars. Effective command of a foreign language presupposes, first of all, the ability to independently work on learning the language, maintain and constantly replenish one's knowledge, improve skills, and develop communicative and informational culture. In this regard, the student's independent learning activity as the basis of productive language education becomes the most important component.

The relevance of this topic is that recently there is an increasing need to optimize the process of foreign languages teaching using modern electronic means, and didactic material such as electronic dictionaries, machine translation systems, special programs for smartphones and platforms for distance learning go beyond the educational and methodological complex and become a link not only between linguistics and computer science, but also contribute to the comprehensive mental development of students. Therefore, the use of the modern computer technology achievements in the process of teaching a foreign language is relevant.

The scientific novelty and practical significance of the work lies in the theoretical achievements generalization, new methods of teaching a foreign language, in the development of guidelines for various forms of work with various electronic resources.

The study can be used in higher education institutions in planning and conducting work by teachers in the educational process in a pandemic period.

Among the unsolved parts of the using electronic means problem, we touch on the organization of teacher's educational activities in the formation of phonetic, lexical and grammatical students' skills. The aim of the study is to consider the theoretical issues of using the latest information technologies, to characterize the role and place of electronic means in foreign language classes, to demonstrate the opportunities for their implementation in practical course of foreign language.

To achieve this goal, we set ourselves the following tasks: to review the scientific literature on this issue; to prove the effectiveness of the latest information technologies use in the process of teaching a foreign language in higher education institutions; to characterize popular modern electronic platforms for distance learning in terms of the possibilities of their use in the process of learning a foreign language and the basic principles of further work with them.

In our research we relied on the work of modern scientists and teachers-practitioners in the applied linguistics, computer science, psychology and methodology of teaching foreign languages, concerning the use of modern information technology in learning process, their role, tasks and problems in foreign language teaching. Among the research of the last year are the works of such scientists as O. Balalaeva, M. Bodrova, A. Danchenko, T. Konovalenko, R. Lew, A. Middleton, Y. Nadolska, A. Novozhilova, O. Plugatareva, K. Osadcha, V. Osadchyi, E. Shmeltser, O. Smirnova, O. Shaykina, A. Shiba, E. Shovgenina, S. Symonenko, N. Zaitseva and others. Electronic resources were also used.

Researches S. Symonenko, N. Zaitseva, V. Osadchyi, K. Osadcha, E. Shmeltser in their research consider that virtual reality is especially valuable for teaching languages in the conditions of natural language speech environment. Besides of demonstrating situational models of possible daily life circumstances for foreign language communication, virtual reality-based tasks surely promote the development of student's information literacy and digital skills [13].

Olga Shaykina in her article talks that language teaching in general and English language teaching in particular has tremendously changed over the centuries. Language learning and teaching are dynamic, fluid, mutable processes, so there is nothing fixed about them unlike the teaching of other subjects. Language teaching especially throughout the twentieth century underwent numerous changes and innovations. Approximately, every decade a new approach or methodology comes into practice. Many major theories, events, trends and technologies which shaped English language teaching during the past decades suggest methodologies are as much a product of their times as educational systems, and rooted in the ideas of their time. Ideas may come into and go out of fashion. Many new approaches are rediscoveries of old methods neglected but re-illuminated [11]. She also noted that living in an age of information overload with the expectation that students will learn high-level skills such as how to access, evaluate, analyze, and synthesize vast quantities of information. At the same time, teachers are evaluated by their ability to have students pass tests that often give no value to these abilities. Teachers are expected to teach students to solve complex problems that require knowledge necessary across many subject areas even as they are held accountable for the teaching and learning of isolated skills and information [11]. Teachers are expected to meet the needs of all students and move them toward fulfillment of their individual potential even as they are pressured to prepare students for maximum performance on high-stakes assessment tests that are the primary measure of student and school success [5].

On FluentU English Educator Blog, was discussed a problem how to use technology effectively to transform ESL (English as a second language) Classroom and what is technology integration? They consider that despite the fact that we are living in the “age of technology,” many teachers still remain uncomfortable with the idea of integrating it into classrooms. This is due to several factors, including lack of preparation and tools, negative perceptions about technology in general and a lack of buy-in regarding the effectiveness of classroom technologies. Furthermore, even those teachers who are 100% committed to integration often aren't comfortable with doing it effectively [3].

In order to combat these issues with technology in education, we must clarify what technology integration is and is not. Simply put, technology integration is just that, the practice of integrating or interweaving technology into teaching and learning.

It is critical to add, however, that there is a significant difference between implementing technologies on a surface level and actually intertwining it in a way that produces maximum results for teachers and students. What this means is that

simply directing students to complete a separate internet activity or sending them to the “technology station” alone may not be the best use of educational technology.

Instead, there are ways that technology can be intentionally used throughout the process of teaching and learning, so that it plays an active role rather than being an afterthought. After all, today’s educators have the tools to incorporate technology into each stage of instruction: planning, lesson delivery, practice and review, and assessment and feedback.

When done thoughtfully, technology does not only drive the curriculum, but the advantages are numerous and undeniable.

Benefits of Technology Integration in English Education

Now that we understand what technology integration is, we can take a look at why we’d want to incorporate it into the ESL classroom. We’ll look at the specific benefits for English language learners (ELLs) and also highlight some useful tools that maximize those benefits for our students.

1. Increases student engagement and motivation

The first, and perhaps most obvious perk, is that technology can dramatically – and oftentimes instantly – increase student engagement. Today’s learners are functioning in an age where technology drives almost every aspect of their lives. Technology is exciting, fascinating and ever-evolving, and when used thoughtfully, it can transform even the most mundane lesson into one that is powerful and thought-provoking.

For English language learners, increasing motivation is especially significant. Teachers of ELLs understand the major role that motivation plays in the success of language acquisition and are continuously seeking ways to increase student engagement and excitement.

Technology is one great way to motivate learners while simultaneously offering a host of other benefits.

2. Offers mobility

Think about this: Technology is to education as mobility is to technology. (Don’t worry, you’ll get it by the time you’re finished reading this section). As consumers, it isn’t enough to have access to unlimited information, entertainment and communication tools if we are limited to where we can access these tools. The idea of on-the-go access can be a great thing for ELLs, especially considering that for most ESL students, the most authentic experiences with the language often happens outside of the classroom.

Additionally, this focus on mobility has eliminated the rule of course materials being confined to a textbook and/or classroom. Now, teachers can incorporate tools into their lessons that allow materials to be accessed on smartphones, laptops and tablets. Alerts, notifications and online communication tools keep students thinking about the material long after class is over.

In addition to the ideas we’ll discuss in this post, you can gain knowledge about how to make use of whatever technology tools your class already has available with ed2go’s Integrating Technology in the Classroom. This online

course touches on special concerns for English language learners and BYOD (Bring Your Device) classrooms. It will get you up to speed on everything web and mobile technology has to offer you and your students.

3. Teaches students valuable tools for the future

It is clear that technology age has not only arrived, but it's here to stay. In the future, the most basic tasks will require a high-level of technological skill. With that understanding, it is important to make sure that our students are well-versed in technological tools, skills and language.

The best way to make sure that students can keep up with the fast-paced advancements in technology is to give them continual experiences with the tools and programs available today.

After all, the goal of teaching ESL is to give students what they need to function in a global environment by teaching a global language. With that goal in mind, it is also important to consider that besides actually learning the English language, one of most important prerequisites to success in an English-speaking workplace or learning environment is the ability to navigate technology efficiently.

4. Can be a time saver for teachers

When advantages of incorporating technology in the classroom are examined, the advantages for educators are often overlooked or undermined. However, technological tools for teachers is a hot market all by itself and for good reason. Technology can be a huge time saver for teachers and can make some of the most difficult tasks quick and easy.

So, instead of viewing technology integration as one more thing to add to your fast-growing to-do list, look at it as a beneficial tool. Make the technology work for you!

5. Promotes learner independence

One of the greatest benefits of technology integration in education is the ability it offers for independent learning. Although technology can and does not replace an effective teacher, it does give students access to some of the supports that a teacher would provide.

Text-to-speech features or interactive textbooks enable students to read and enjoy books above their actual reading level by reading and defining unknown words. Online tutorials and apps like Knowmia allow students to access teacher tutorials in the comfort of their own home.

6. Provides students access to target culture

When learning a language, experience with the target culture helps to develop context and makes learning the language more meaningful. Thanks to technology, students can benefit from experiences to which they otherwise may not have access. Whether they are visiting social media sites, reading or listening to the news or participating in online discussions, these experiences are rich and meaningful [3].

A foreign language is an academic subject in which it is supposed to create an artificial language environment for students, which predetermines the variable

inclusion of various digital teaching aids in new perspectives of teaching a foreign language.

Digital learning tools provide interactive systems that allow you to simultaneously work with animated computer graphics, sound, video frames, static texts and images. The user, the student, is simultaneously influenced through information channels, where he, the user, is assigned an active role.

Below are modern digital tools for teaching a foreign language and some recommendations on methods of working with them to stimulate the cognitive activity of students:

A multimedia lesson is an educational lesson using digital technologies, various and technical means to effectively influence the student.

- A multimedia lesson, that is, a lesson using various software systems, including simulators, test programs, graphic editors, multimedia presentations, online editable schemes. As the practice of introducing such means into the educational process shows, their use effectively affects the student, who develops the ability to cognize the world around him, the skills of using knowledge and skills in a real life context; creative thinking; making optimal decisions in a difficult situation; research skills; the ability to process information.

- In addition, students have an increase in adaptive abilities to the modern learning environment, the formation of non-stereotypical thinking and objective self-esteem.

An electronic textbook and a variety of training simulators can be considered the most accessible for the university student audience from multimedia tools.

- Electronic textbook attachments contain additional training programs for memorizing words and grammar training, as well as practicing listening and writing. The curriculum incorporates core learning management techniques and provides targeted individualization of learning that enhances the quality of learning. Working with programs helps students to better perceive new material through graphic images

Studying games

To increase students' interest in language learning, their activity and practical orientation in the study of theoretical problems, use classes conducted in a business form of play. A business game (quizzes, imitation games, debates, talk shows, and others) is a pedagogical technique for various situations, which teaches schoolchildren to make decisions.

Games and apps are designed to help learners improve their English in a fun way. The games industry is huge – it's bigger now than the music industry or the movie box office! There are all sorts of different types of games and apps, from puzzles and quizzes, to action games, to solitaire and Sudoku.

Business games change the usual environment, develop creative abilities, form practical skills and abilities, form adapt to changing life realities, conditions for personal self-realization.

Students can master spelling, grammar and other English skills by playing games on the computer or mobile devices. Funbrain has educational games and books for Pre-K to eighth grade students. StarFall has multiple games for younger students to increase English literacy skills. Digital versions of hangman, Scrabble and Boggle are also entertaining for all ages of students. Many of these games can be put up on interactive white boards to get full class participation [1].

Electronic testing is an automated tool for monitoring and assessing knowledge by a teacher or a self-monitoring tool, along with an oral visual control of the results.

- The basic resource should be the resource of the Common European Commission for the Proficiency in Foreign Languages (CEFR), which allows you to determine the level of language proficiency according to the scale used in the framework of the Bologna Convention. Also, this resource provides recommendations for learning a language to achieve a particular level, based on the test results.

Digital class

- Resource that help create multimedia lesson plans that deserve mention and implementation in the independent and classroom work of students. This is a freeware created application includes a text editor, spreadsheet editor, a service for creating presentations, and a cloud file storage service. The essence of the program is also that it does not need to be downloaded and installed. Its application provides communication between the teacher and the student in a synchronous and asynchronous mode, allowing you to instantly correct shortcomings; creation of individual and collective projects autonomously or under the supervision of a teacher; an increase in the volume of tasks solved together with the teacher.

Digital applications sites that allow you to create various types of graphic and text content for educational purposes:

EasyBib is a regular resource for writing research papers in foreign languages. It allows you to automatically compile bibliographic lists for academic papers using citation styles like MLA, APA, and Chicago / Turabian.

Surveymonkey is an Internet resource used by both students and teachers to create all kinds of tests, questionnaires, quizzes. It can be used both for performing various tasks using task-based learning technology and integrated learning based on language content, as well as for feedback from students or a teacher. Similar to it is a resource called Classmarker.

Bubbl.us – Internet resource for creating so-called smart cards online. Such "memory cards" organize the necessary information for its quick study, memorization and repetition. In classroom practice, they welcomed the start of the session by both students and teachers to revisit what was learned and create an interesting introduction to a new topic.

Duolingo – With this free app you can learn not only English, but also German, French, Spanish, Italian and Portuguese. It can be used as a complementary exercise guide for English learners from scratch. Internet

connection is only needed to download the next stage. The course is divided into steps according to the principle "from simple to difficult". If you know the basics of the language, take the beginners early and go straight to the next level. With the help of Duolingo all skills are trained here: writing and speaking (you will be asked to pronounce the learned phrases), reading and listening.

HelloTalk – It is an educational platform taught by native speakers from all over the world. You will be able to talk to them and exchange text messages. You can find an interlocutor using a convenient search by country, city or other criteria. You can also act as a teacher yourself, teaching someone your native language (there are about 100 languages in the application base). In addition to correcting pronunciation, the platform also allows you to correct grammar and syntax errors.

Urban Dictionary – If your English is at a high enough level, it's time to move on to learning slang expressions, the meaning of which is not in every dictionary. The application is a huge slang database with examples of its use in speech. The service allows you to search for slang expressions, add them to your favourites list, and can also generate random phrases for learning. The application is completely in English.

Zoom (stylized as **zoom**) is a videotelephony proprietary software program developed by Zoom Video Communications. The free plan provides a video chatting service that allows up to 100 concurrent participants, with a 40-minute time restriction. Users have the option to upgrade by subscribing to a paid plan [7].

Microsoft Teams is a proprietary business communication platform developed by Microsoft, as part of the Microsoft 365 family of products. Teams primarily competes with the similar service Slack, offering workspace chat and videoconferencing, file storage, and application integration. Teams is replacing other Microsoft-operated business messaging and collaboration platforms, including Skype for Business and Microsoft Classroom. Throughout the COVID-19 pandemic, Teams, and other software such as Zoom and Google Meet, gained much interest as many meetings have moved to a virtual environment.

Teams allows users to communicate through chats. Chats in Teams are persistent so users do not have to check a conversation history unlike Skype for Business. Teams allows users to format text, use emoji, during chats. Users can choose to mark a message as urgent or important. Important messages show up with a red side border and an exclamation mark, urgent messages notify the receiver at regular intervals until they are seen.

It supports one-on-one as well as group chats. Users can create call in groups. It allows file sharing through chats. Teams allows communities, groups, or teams to join through a specific URL or invitation sent by a team administrator or owner. Teams for Education allows admins and teachers to set up specific teams for classes, professional learning communities (PLCs), staff members, and everyone.

Within a team, members can set up channels. Channels are topics of conversation that allow team members to communicate without the use of email or

group SMS (texting). Users can reply to posts with text as well as images, GIFs and custom made memes.

Direct messages allow users to send private messages to a specific user rather than a group of people.

Connectors are third party services that can submit information to the channel. Connectors include Mail Chimp, Facebook Pages, Twitter, PowerBI and Bing News.

Calling is provided by: instant messaging, Voice over IP (VoIP), and video conferencing inside the client software. Teams also supports public switched telephone network (PSTN) conferencing allowing users to call phone numbers from the client.

Meetings can be scheduled or created ad hoc and users visiting the channel will be able to see that a meeting is currently in progress. Teams also has a plugin for Microsoft Outlook to invite others into a Teams meeting. It supports thousands of users that can connect via a meeting link.

Teams Live Events replaces Skype Meeting Broadcast with the ability for users to broadcast to 10,000 participants on Teams, Yammer or Microsoft Stream.

Microsoft Teams allows teachers to distribute, provide feedback, and grade student assignments turned-in via Teams using the Assignments tab, available to Office 365 for Education subscribers. Quizzes can also be assigned to students through an integration with Office Forms [7].

Skype – is a proprietary telecommunications application that specializes in providing video chat and voice calls between computers, tablets, mobile devices, the Xbox One and Xbox Series X/S consoles, and smartwatches over the Internet [7].

Skype is a great way for students to practice their speaking and listening skills with other people from any location. Students can have question-and-answer sessions with authors of books, attend video-conferences and virtual field trips, interview professionals, and connect with students from other cultures and countries. Skype can even be used to conduct parent-teacher conferences or connect with students' family members who may be abroad [1]. Skype also provides instant messaging services. Users may transmit text, video, audio and images. Skype allows video conference calls [7].

Pen Pals

Since snail mail is becoming a thing of the past, students can have pen pals that they email or write to on a discussion board. Make an arrangement with an English-speaking class in another state or country and have students write to their pen pal on a regular basis. This is a great way for them to practice their English writing and reading comprehension skills, while making friends in the process. Connect your classroom for free today with ePals [1].

Web Quests

Web quests are a fun way for students to use the Internet to build English proficiency. Students are given a task and rely on their content knowledge and

grasp of English language to complete it. Teachers can create their own or visit Web Quests to access tutorials and databases of pre-created web quests [1].

Educational Podcasting

Students can listen to podcasts to improve their comprehension. They can also create podcasts to practice their English speaking abilities. A free download of iTunes gives teachers access to hundreds of free podcasts on a range of topics. There are multiple podcasts tailored specifically for English language learners. Teachers can also have students create podcasts to give them opportunities to practice their speaking skills. With just a microphone and a computer, students can create reports and presentations. Video podcasts are an attractive option for students, and some classes even have their own YouTube channels.

Andrew Middleton in his research notes that through the podcast, participants are shared ideas, questions and knowledge developed in a wider learning context.

Digital media Podcast episodes are usually in audio format, though video podcasts can also be made. Other media can be distributed as Acrobat documents (PDFs).

Accessible Podcasts, and their constituent episodes, are delivered over the Internet and are therefore highly accessible. In education users often prefer to access podcasts by visiting institutional VLEs, though podcasts can also be distributed to users who subscribe to podcast feeds. In this way they can be synchronised as downloadable media with mobile devices such as iPods and other media players.

Flexible – time and location neutral when podcasts are downloaded by end users (i.e. students) they become more flexible in the way they are used. These rich resources can be used at times and in places defined by the student, and they can be used more than once. The terms 'time shifting' and 'space shifting' are often used to describe the behaviour of podcasters, and podcasting is regarded as a key technology amongst those interested in mobile or m-learning.

Device neutral Podcasts can be made and used on a number of devices including desktop computers, laptops, MP3 players and some games consoles for example. They can be played using a variety of software applications on these devices when they are produced using standard formats (i.e. the MP3 and MP4 file formats).

Optional characteristics strictly speaking, from a technical point of view, a podcast is constructed and distributed in a particular way as a series of episodes made available to subscribers using a technology known as RSS that allows subscribers to receive new episodes automatically whenever they are released without having to check in person. In education the word 'podcast' is understood and applied more broadly to mean downloadable digital media objects. In the context of education therefore, the following characteristics may be seen as optional.

Automatically delivered Simple syndication technology (RSS + media enclosures) allows interested parties to subscribe to published content ('feeds') from a particular supplier so that they receive it automatically in their aggregation software whenever new episodes are released on channels to which the end user has subscribed.

Managed by the user aggregation software such as iTunes and Juice is designed to gather feeds. Copies of the media are downloaded and managed through such aggregators allowing the end user to manage the files as they wish [9].

In our research we want to present a list of educational applications, platforms and resources aim to help parents, teachers, educational establishments facilitate student learning and provide social care and interaction during periods of distance learning. Most of the solutions curated are free and many cater to multiple languages. These applications tend to have a wide reach, a strong user-base and evidence of impact. They are categorized based on distance learning needs, but most of them offer functionalities across multiple categories.

Blogging

Class blogs provide great forums for students to practice their writing skills. Live Journal, Edublog and Blogger allow you to create blogs for free. One of the reasons that students find blogging appealing is that it is more of an authentic writing experience, as a wider audience typically has access to read posted entries, which means students tend to put more effort into their blogs. Teachers can get students to write about specific topics that they find interesting, or students can provide commentary on current events and social justice issues. The more they practice their writing skills, the more proficient they become, so regular blogging (weekly or daily) is recommended [1].

Digital learning management systems

- CenturyTech – Personal learning pathways with micro-lessons to address gaps in knowledge, challenge students and promote long-term memory retention.
- ClassDojo – Connects teachers with students and parents to build classroom communities.
- Edmodo – Tools and resources to manage classrooms and engage students remotely, offering a variety of languages.
- Edraak – Arabic language online education with resources for school learners and teachers.
- EkStep – Open learning platform with a collection of learning resources to support literacy and numeracy.
- Google Classroom – Helps classes connect remotely, communicate and stay-organized.
- Moodle – Community-driven and globally-supported open learning platform.
- Nafham – Arabic language online learning platform hosting educational video lessons that correspond with Egyptian and Syrian curricula.

- Paper Airplanes – Matches individuals with personal tutors for 12-16 week sessions conducted via video conferencing platforms, available in English and Turkish.

- Schoology – Tools to support instruction, learning, grading, collaboration and assessment.

- Seesaw – Enables the creation of collaborative and sharable digital learning portfolios and learning resources.

- Skooler – Tools to turn Microsoft Office software into an education platform.

Systems built for use on basic mobile phones

- Cell-Ed – Learner-centered, skills-based learning platform with offline options.

- Eneza Education – Revision and learning materials for basic feature phones.

- Funzi – Mobile learning service that supports teaching and training for large groups.

- KaiOS – Software that gives smartphone capabilities to inexpensive mobile phones and helps open portals to learning opportunities.

- Ubongo – Uses entertainment, mass media, and the connectivity of mobile devices to deliver localized learning to African families at low cost and scale, available in Kiswahili and English.

- Ustad Mobile – Access and share educational content offline.

Systems with strong offline functionality

- Kolibri – Learning application to support universal education, available in more than 20 languages.

- Rumie – Education tools and content to enable lifelong learning for underserved communities.

- Ustad Mobile – Access and share educational content offline.

Massive Open Online Course (MOOC) Platforms

- Alison – Online courses from experts, available in English, French, Spanish, Italian and Portuguese

- Canvas Network – Course catalogue accessible for free for teachers in order to support lifelong learning and professional development.

- Coursera – Online courses taught by instructors from well-recognized universities and companies.

- European Schoolnet Academy – Free online professional development courses for teachers in English, French, Italian and other European languages.

- EdX – Online courses from leading educational institutions.

- iCourse – Chinese and English language courses for university students.

- Future Learn – Online courses to help learners study, build professional skills and connect with experts.

- Icourses – Chinese language courses for university students.

- TED-Ed Earth School – Online lessons about nature made available continuously during a 5-week period between Earth Day (April 22nd) and World Environment Day (June 5th).

- Udemy – English, Spanish and Portuguese language courses on ICT skills and programming.

- XuetangX – Online courses provided by a collection of universities on different subjects in Chinese and English.

Self-directed learning content

- ABRA – Selection of 33 game-like activities in English and in French to promote reading comprehension and writing skills of early readers.

- British Council – English language learning resources, including games, reading, writing and listening exercises.

- Byju's – Learning application with large repositories of educational content tailored for different grades and learning levels.

- Code It – Helps children learn basic programming concepts through online courses, live webinars and other kid-friendly material. Available in English and German.

- Code.org – Wide range of coding resources categorized by subject for K12 students offered for free by a non-profit.

- Code Week – List of online resources to teach and learn computer coding, available in all EU languages.

- Discovery Education – Free educational resources and lessons about viruses and outbreaks for different grade levels.

- Duolingo – Application to support language learning. Supports numerous base and target languages.

- Edraak – A variety of resources for K-12 education in Arabic, targeting students, parents and teachers.

- Facebook Get Digital - Lesson plans, conversation starters, activities, videos and other resources for students to stay connected

- Feed the Monster – Android application in multiple languages to help teach children the fundamentals of reading, available in 48 languages.

- History of Africa – A nine-part BBC documentary series on the history of Africa based on UNESCO's General History of Africa book collection.

- Geekie – Portuguese language web-based platform that provides personalized educational content using adaptive learning technology.

- Khan Academy – Free online lessons and practice in math, sciences and humanities, as well as free tools for parents and teachers to track student progress. Available in 40+ languages, and aligned to national curriculum for over 10 countries.

- KitKit School – Tablet-based learning suite with a comprehensive curriculum spanning early childhood through early primary levels.

- LabXchange – Curated and user-created digital learning content delivered on an online platform that enables educational and research experiences.

- Madrasa – Resources and online lessons for STEM subjects in Arabic

- Mindspark – Adaptive online tutoring system that helps students practice and learn mathematics.
- Mosoteach – Chinese language application hosting cloud classes.
- Music Crab – Mobile application accessible for music education.
- OneCourse – Child-focused application to deliver reading, writing and numeracy education.
- Profuturo – Resources in different subject areas for students in English, Spanish, French and Portuguese.
- Polyup – Learning content to build math and gaining computational thinking skills for students in primary and early secondary school.
- Quizlet – Learning flashcards and games to support learning in multiple subjects, available in 15 languages.
- SDG Academy Library – A searchable library of more than 1,200 educational videos on sustainable development and related topics.
- Siyavula – Mathematics and physical sciences education aligned with South African curriculum.
- Smart History – Art history site with resources created by historians and academic contributors.
- YouTube – Huge repository of educational videos and learning channels.

Mobile reading applications

- African Storybook – Open access to picture storybooks in 189 African languages.
- Biblioteca Digital del Instituto Latinoamericano de la Comunicación Educativa – Offers free access to Spanish language works and book collections for students and teaching staff in schools and universities
- Global Digital Library – Digital storybooks and other reading materials easily accessible from mobile phones or computers. Available in 43 languages.
- Interactive Learning Program – Mobile app in Arabic to advance reading, writing and numeracy skills created by the United Nations Relief and Works Agency.
- Reads – Digital stories with illustrations in multiple languages.
- Room to Read – Resources to develop the literacy skills of children and youth with specialized content to support girls.
- StoryWeaver – Digital repository of multilingual stories for children.
- Worldreader – Digital books and stories accessible from mobile devices and functionality to support reading instruction. Available in 52 languages.

Collaboration platforms that support live-video communication

- Dingtalk – Communication platform that supports video conferencing, task and calendar management, attendance tracking and instant messaging.
- Lark – Collaboration suite of interconnected tools, including chat, calendar, creation and cloud storage, in Japanese, Korean, Italian and English
- Hangouts Meet – Video calls integrated with other Google’s G-Suite tools.

- Teams – Chat, meet, call and collaboration features integrated with Microsoft Office software.
- Skype – Video and audio calls with talk, chat and collaboration features.
- WeChat Work – Messaging, content sharing and video/audio-conferencing tool with the possibility of including max. 300 participants, available in English and Chinese.
- WhatsApp – Video and audio calls, messaging and content sharing mobile application.
- Zoom – Cloud platform for video and audio conferencing, collaboration, chat and webinars.

Tools for teachers to create of digital learning content

- Thinglink – Tools to create interactive images, videos and other multimedia resources.
- Buncee – Supports the creation and sharing visual representations of learning content, including media-rich lessons, reports, newsletters and presentations.
- EdPuzzle – Video lesson creation software.
- EduCaixa – Courses in Spanish language to help teachers develop the skills and competencies of learners in areas such as communication, entrepreneurship, STEM and big data.
- Kaltura – Video management and creation tools with integration options for various learning management systems.
- Nearpod – Software to create lessons with informative and interactive assessment activities.
- Pear Deck – Facilitates the design of engaging instructional content with various integration features.
- Squigl – Content creation platform that transforms speech or text into animated videos.
- Trello – A visual collaboration tool used by teachers and professors for easier coursework planning, faculty collaboration, and classroom organization.

External repositories of distance learning solutions

- Brookings – A catalogue of nearly 3,000 learning innovations. Not all of them are distance learning solutions, but many of them offer digital education content.
- Common Sense Education – Tips and tools to support school closures and transitions to online and at-home learning.
- Commonwealth of Learning – List of resources for policymakers, school and college administrators, teachers, parents and learners that will assist with student learning during the closure of educational institutions.
- Education Nation – Nordic countries have opened up their learning solutions for the world for free, supporting teachers and learners during the school closures.

- EdSurge – Community-driven list of edtech products, including many distance learning resources for students, teachers and schools, covering primary to post-secondary education levels.
- European Commission Resources – A collection of online platforms for teachers and educators, available in 23 EU languages.
- GDL Radio: a collection of radio and audio instruction resources.
- Global Business Coalition for Education – List of e-learning platforms, information sharing platform and communication platforms.
- Keep Learning Going – Extensive collection free tools, strategies, tips and best practices for teaching online from a coalition of USA-based education organizations. Includes descriptions of over 600+ digital learning solutions.
- Koulu.me – A collection of apps and pedagogical solutions curated by Finnish edtech companies to facilitate distance for pre-primary to upper secondary learners.
- Organisation internationale de la Francophonie: Resources for primary and secondary school students and teachers for learning and teaching French.
- Profuturo Resources: Spanish language resources in different subject areas for primary and secondary school students.
- UNEVOC Resources – Tools, guides, MOOCS and other resources collected by UNESCO’s International Centre for Technical and Vocational Education and Training for continued learning in the area of TVET.
- UNHCR – An extensive list of over 600 distance learning solutions from the United Nations agency for refugees [6].

We would also like to draw attention to the fact that there are certain difficulties in organizing the educational process using electronic means, which are inherent in Ukrainian education. And it's not just the lack of computer equipment in educational establishments. Investigating the main shortcomings of training future professionals by electronic means, O. Matsyuk determined that the overall effectiveness and efficiency of the foreign language learning process is negatively affected by the following factors: spontaneity, episodic use of them by teachers; lack of necessary software; inability to integrate knowledge and skills in electronic tools and translation disciplines to solve professional problems; lack of awareness of the value of electronic means and the lack of need to use them [8].

However, A. Shiba notes that the negative impact of most of these factors could be overcome by:

1) active practical acquaintance of students and teachers with modern electronic resources and new information technologies that help to optimize the learning process, which, in turn, creates motivation for further use of such resources;

2) the use of Internet resources for this purpose, where there are both time-tested developments and the latest (with descriptions, instructions, user reviews, and sometimes with trial versions) [12].

As a result of the study, we can conclude that the use of various services mentioned in the work is an effective tool for creating presentations, podcasts,

video materials with hyperlinks, has a great impact on the content of the lesson, helps students to perceive the studied material with interest. The use of digital technologies opens up new opportunities for both the teacher and the student.

Presentations, podcasts, various tools and applications for computer or mobile phone that help to contain as much information as possible in different graphic forms, make each lesson on lexical, grammatical, colloquial, professional topics brighter, more diverse and memorable.

Today, all over the world, the ways of teaching foreign languages are changing every day due to the sometimes forced technical and methodological changes in the learning process and also, as we should note, the COVID-19 pandemic had a great influence on development of informational technologies in sphere of foreign language learning. Digital learning technologies have a huge learning potential. Practical mastery of digital tools by students and teachers is a reality and a prospect of successful application in modern education.

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2.26 POSSIBILITIES OF INTENSIFICATION OF THE PROCESS OF TEACHING STUDENTS IN A FOREIGN LANGUAGE AT THE UNIVERSITY WITH THE USE OF PODCASTING

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Problem statement. A natural consequence of the development of world society is a change in the educational paradigm, which puts forward new requirements for higher education, among which one of the most important is to ensure the organic integration of education and science, the introduction of effective innovative pedagogical technologies in the educational process.

The current stage of development of pedagogical science in general and methods of teaching a foreign language in particular brings to the fore the problem of improving methods and forms of education aimed at solving problems of modernization of education, improving the quality and effectiveness of foreign language training. If earlier in the teaching of foreign languages at the forefront was the formation of students' strong systematic knowledge, today the main purpose of education is to form the ability to actively work independently. Improving methods and forms of learning is to enhance the cognitive activity of students and maximize their educational independence, as the ability to independently carry out professional activities is one of the main characteristics of the personality of a modern specialist.

The rapid development of Internet resources makes it possible to attract unique and diverse content to the educational process, which opens new perspectives for learning a foreign language. Nowadays, priority in foreign language teaching is given to communicativeness, authenticity of communication, language learning in a cultural context, autonomy and interactivity of learning, use of information and communication technologies in the educational process, which not only promotes the skills of speaking, reading, listening and writing, but and becomes the main means of developing independent cognitive activity of students. One such tool that optimizes the process of learning a foreign language is a podcast.

Analysis of recent research and publications. Various aspects of the use of information technology in the process of teaching a foreign language were considered in the works of E. Azimov, M. Akopova, M. Bovtenko, I. Gritchenko, O. Dmitrieva, O. Kryukova, E. Polat, I. Robert, M. Rogers, P. Sysoeva, N. Talyzina and others. Researchers agree that information technology, of course, significantly intensifies the learning process in both methodological and presentation aspects.

Questions of the possibility of introducing podcasting technology in foreign language teaching were studied by domestic (J. Anikino, O. Betsko, O. Baltina, L. Glushok, I. Gritchenko, S. Danyliuk, I. Drobit, T. Shiyan, etc.) and foreign ones. P. Edirsingha, A. Fox, W. Fryer, S. Heilesen, R. Kay, T. Robb, G. Salmon, G. Stanley, etc.) scientists. Analysis of theoretical research and practical experience of teaching a foreign language suggests that, despite the close attention of teachers, the problem of attracting Internet resources, including podcasting, in the process of forming foreign language competence of specialists remains insufficiently studied. Therefore, it is necessary to study the didactic potential of the podcast as a means of intensifying foreign language learning for students of higher education institutions and consideration of the main stages of work with this social service.

Presentation of the main research material. In scientific publications devoted to the study of podcasting technology, this term is considered mainly as a way of disseminating audio or video information on the Internet. The Oxford English Dictionary defines a podcast as "an audio or video file that is distributed on the Internet for listening on a computer or mobile device and that is available for listening at any time convenient to the user" [6]. The very word "podcast" comes from the following words: "iPod" and "broadcast".

View, store and distribute podcasts through services that use Web 2.0 and Web 3.0 information technologies, which allow users to create and distribute their own content on the World Wide Web. Using the podcast service, the user can view or listen to the podcast of their choice online, download it to their mobile device or computer (if available).

All podcasts can be divided into three groups: audio podcasts, which provide information in the form of an audio file in MP3 format; video podcasts in which information is presented as a video file; screencasts that present information in the form of a video file, in which an audio track with comments is superimposed on the video with the help of a special program.

P. Sysoev and M. Evstigneev emphasize the broad prospects for the use of podcasts in foreign language learning, including the expansion of the educational environment (classroom and extracurricular time); the ability to solve the problem of intercultural communication and interaction through the distribution and exchange of podcast files on the Internet; reducing the level of psychological difficulties and overcoming the language barrier; availability of additional language practice, etc. [4, p. 38].

Among the characteristics of podcasting technology, scientists (T. Sapukh, P. Sysoev, P. Solomatina, etc.) highlight such as relevance, ie the ability for users to subscribe to podcasts and regularly update their archive with new materials from the Internet; the authenticity of the presented material, which makes the process of learning a foreign language more motivated and effective; media competence, ie the formation of basic skills and abilities to work with computer platforms and services; multifunctionality, which is manifested in the ability to develop several types of speech activity: reading, speaking, listening, writing, increase socio-cultural competence, receiving information about the culture of the language being studied; multichannel perception based on the simultaneous perception of visual and auditory information; interactivity, ie the dialog mode of the user's work with the mobile device, according to which he has the opportunity to independently choose the information, speed and sequence of its transmission; mobility, expansion of the learning environment, which provides the ability to access the materials of the podcast at any time and outside the school, as well as allows you to choose the mode of study in accordance with the individual characteristics of information perception; stable motivation, which is formed as a result of satisfying cognitive motives in learning a foreign language; autonomy, which allows the user to act in accordance with their own learning needs, pace of learning and level of learning; productivity, which is a strong impetus for learning a foreign language in terms of activity approach, because by creating and publishing their own audio or video materials, students work with promising information technology in a real situation.

All these characteristics allow us to talk about the podcast as a didactic tool for learning a foreign language. The didactic potential of podcasting in foreign language teaching is very wide. Podcast provides the ability to place, listen to or view audio or video files on the podcast service; provides an opportunity to discuss the content of the podcast in the microblog; promotes the development of students' cognitive abilities, collaborative learning skills and independent learning activities. For example, A. Solomatina, analyzing the methodological possibilities of podcast service during foreign language teaching, notes that the development of speaking skills is facilitated by students recording educational podcasts in a foreign language; listening skills are enhanced by listening to / watching classmates' podcasts; writing and reading skills are improved in the process of online discussion of educational podcasts in the area of the microblog or web forum and individual work of students during the discussion of podcasts [3, p. 35].

The use of educational podcasts allows to solve a number of methodological tasks, such as expanding and enriching the lexical vocabulary, formation and improvement of students' grammar skills, development of speaking and writing skills. Thus, with the help of educational podcasts you can develop speaking skills by creating messages that contain the most important information on the topic; concise transfer of the content of the received information; writing a story about yourself, your environment, your plans; justification of their intentions or actions; reflection on facts or events, with examples, arguments, conclusions; expressing a

position on a particular problem. To develop listening skills, it is necessary to understand the purpose and subject matter of the text; logic of presentation of information or argumentation (sequence of facts, events); interdependence between facts, causes, events; determining the speaker's attitude to the subject of discussion; forecasting events; opportunity to express their judgment, opinion about what they heard.

The combination of all elements of speech material (linguistic, paralinguistic, kinetic) in authentic videos allows to create closeness to the natural speech environment and influence the student's perception of dynamics and emotional coloring through a combination of sound and image.

T. Yakhnyuk names the following advantages of using video in the educational process: modeling of a foreign language environment, introduction of natural sound broadcasting with the image of extralinguistic features and ways of realization in the process of language learning; establishment of associative connections due to polysensory perception; learning to communicate based on a combination of linguistic, communicative and extralinguistic factors as a basis for imitation [5, p. 7].

The potential of using authentic videos in teaching students a foreign language is obvious: of all available tools, it provides an accurate display of the language in its use, as it is used by specific speakers, closely related to a particular language situation, and its communicative purpose is enhanced by a number of visual coded nonverbal characteristics (postures, facial expressions, gestures).

Nevertheless, there is no doubt that the use of such material requires methodological training, a developed system of exercises, preparing students for such a lesson, without which viewing will not be educational in nature.

Practical experience shows that the use of video contributes to the individualization of learning and the development of motivation of speech activity of students. Due to the change of impression and emotional impact of the video, the personal attitude of students to what they saw is formed.

With the help of authentic videos in foreign language classes, you can solve a wide range of problems.

1. Repetition of vocabulary and expansion of vocabulary. For this purpose, it is better to use a video fragment from 30 seconds to 1 minute in which subjects, actions or characteristics on the studied lexical subject are presented.

2. Introduction of new lexical units or a new lexical topic.

3. Learning to understand speech by ear.

4. Use of video dialogues (for 5-15 minutes) for the purpose of listening training and development of reading skills.

5. Project work, research. By watching videos, you can complete a series of classes on a topic or problem. Students are given an assignment in advance to study specific material, which helps prepare them for watching videos. Working with the video further opens the prospects for understanding this topic, contains an element of novelty.

6. Development of speaking skills.

7. Use of video materials for the purpose of search of the language information (search, isolation, fixing, transformation of a certain language material: vocabulary, grammar, phonetics).

In the process of teaching English to future tourism managers at the Kharkiv National University of Municipal Economy named after AN Beketov, we use the following types of authentic video products:

- feature and documentary films;
- cartoons;
- video tours of cities, attractions and museums of the world;
- music videos;
- commercials;
- video recordings of television news,
- training video courses.

When selecting the content of training, a foreign language teacher must take into account the fact that on the Internet there are both professionally created podcasts and amateur audio blogs, which are significantly inferior to the quality of the proposed content. The most effective way to find the podcast you need is to go to the podcast directory, where you can select the desired category and view the list of podcasts available for download. For English learners, you can use the podcast directory at www.podomatic.com, www.bbc.co.uk.

The podcast service allows students to both listen to and view podcasts posted on the Internet, as well as record and post their own podcasts on any of the servers on any topic. The most well-known podcast server is YouTube, where each registered user can post their video podcast, watch others, and participate in discussions and commenting on podcasts on microblogs. The podcast service provides the ability to create a personal user area needed to organize a network podcast discussion, and makes the podcast available for viewing to all registered users of the service.

You can also recommend a huge number of podcasts for learning English, voiced by a native speaker or a teacher with many years of experience. The most effective among them, in our opinion, are BBC Learning English Podcast and Audio English Podcast. The advantage of BBC Learning English Podcasts is that they last only 6 minutes and are easy to hear (expressive language, medium tempo). It should be noted that audio recordings use quite complex vocabulary, so a transcript is attached to each podcast. If the podcast is difficult to hear, the text may be available for viewing. The Audio English Podcast service can be useful both for students who have an entry level (English for Beginners) and for those who are improving it (Practical English section). It is also possible to choose a topic of interest to the student (Travel English, Telephone English, Banking English, Accounting English).

Students' experience of using podcasts in teaching English allows them to say that a number of conditions should be met when using this technology in the educational process. First, the video material used by the teacher must correspond to the level of knowledge of students, be consistent with the subject and the

material being studied. Secondly, it is necessary to clearly identify the main, essential; to feel the measure in the use of clarity, to demonstrate it gradually and only at the appropriate time of the lesson. Third, watching video podcasts should be organized in such a way that all students have the opportunity to see / hear the material on display. Finally, the explanations given during the video demonstration need to be thought through and worked out in detail.

In general, the technology of working with the podcast coincides with the technology of working with audiotext and determines a clear sequence of actions of the teacher and students in accordance with the three-stage model of listening: preliminary instruction and preliminary task; the process of perception and understanding of podcast information; tasks that control the comprehension of the heard text [7, p. 56].

When selecting a podcast and developing tasks for it, the teacher should follow certain principles and requirements for working with audiotext: authenticity; compliance of the language content of the podcast with the level of language training and the interests of students; quality of sound and decoration, etc. You need to make sure that they meet certain requirements:

1. The content of the materials used corresponds to the level of general and language training of students.
2. The duration of the fragment used does not exceed the real possibilities of the lesson or its stage.
3. Podcast situations provide interesting opportunities for the development of language, speech, socio-cultural competence of students.
4. The context has a certain degree of novelty or surprise;
5. The text of the podcast is accompanied by clear instructions aimed at solving a specific educational task, understandable to students and justified by the logic of the lesson.

Before working with a podcast, the teacher must determine the target group, level of language proficiency, listening style, the need to edit the material, exercises aimed at a particular activity, the connection with the main educational material. Podcasts should be short (no more than 3-5 minutes) and correspond to the subject of the lesson. Exercises that can be used in the process of working with the podcast can be divided into three groups: exercises performed by students before listening or watching; exercises while listening or watching; exercises after listening or watching.

Consider possible tasks for each group of exercises. Before listening or watching, keywords are presented that can be guessed or explained; it is possible to make assumptions with what subject the text will be connected. In particular, T. Sapukh as an effective exercise in the process of previous work with the podcast offers composing sociograms with a keyword or defining a keyword on a topic that helps students to repeat and generalize vocabulary on a particular topic [2, p. 151].

During the listening, students may be offered exercises in which you need, for example, to select from the given words those used in the text; complete the

table; select or distribute according to the content of the illustration; fill in the blanks in the text. After listening to the text, students are asked to answer questions, formulate the names of parts of the text or determine the relevance of the statements of the content of the text. At this stage, it is advisable to use creative tasks, such as to continue the story, compose questions to the text, compare them with the questions of the partner and play an interview, come up with and tell a similar story, and others.

Here is an approximate algorithm for working with podcasts aimed at the development of speaking and listening. At the beginning of work with podcasts the teacher should explain to students the purpose and tasks of the project, to acquaint them with rules of work with a platform of service of podcasts where their placement and network interaction of students and the teacher will be carried out. The teacher needs to explain to students what their educational activities will be, to determine the algorithm of working with the podcast, to establish criteria for assessing student participation in this type of educational activity. Completes this stage by the teacher creating a podcast page for students on a specific topic. For this purpose the social service www.podomatic.com can be used, where the teacher creates a separate page for his study group, provides information about the founder of the project, describes his tasks.

At the main stage of the process, the topic is chosen and students create a podcast text. Students are invited to prepare a text of the speech (podcast), where each of the participants can present themselves. The teacher monitors the independent activities of students, helping them to prepare grammatically and lexically literate text of the speech, which will then be recorded and posted on the podcast service for further discussion.

Next, each student records a podcast using network software. Podcasts created and posted on the service are listened to (viewed) by the teacher and students in extracurricular time. All students are invited to participate in the online discussion of the podcast, ie posted in the microblog a short response and comment on the content and / or structure of the podcast. The teacher then organizes a general discussion and analysis of the podcasts that the students liked.

At the final stage there is a self-assessment of the work done, where students must determine how they managed to reveal the essence of the problem under discussion, reflect on the difficulties encountered in the project implementation, make suggestions for improving further work. At the end of the work, the teacher evaluates the students' activities according to the previously discussed criteria.

The proposed algorithm of actions of students and teachers assumes that a fairly large amount of educational activity is carried out by students independently. This allows us to say that, along with the formation of students' foreign language communicative competence, this technique is aimed at developing their skills of independent learning, language learning on an individual trajectory.

Conclusions and prospects for further research. The use of podcasts in the educational process of the university, of course, demonstrates the mobility of

the modern education system as a whole, its adaptive nature, the possibility of timely adaptation to innovative technologies.

Among other resources, the podcast as a media carrier is an important technical tool for learning a foreign language, because it allows you to solve complex problems of foreign language education, promotes the development of all components of foreign language communicative competence of students. Learning podcasts provide additional language practice, increase listening skills, expand the boundaries of the learning environment, because students can learn both in school and extracurricular time.

The use of information technology can increase the effectiveness of learning, encourage students to further independent study of a foreign language, but it is necessary not only to offer it to students as supporting material, but also to integrate this social service into the learning process.

It should be borne in mind that the effectiveness of using a podcast in teaching a foreign language depends not only on the exact definition of its place in the learning system, but also on how rationally organized the structure of the lesson using video, how its learning opportunities are aligned with learning objectives.

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2.27 DEVELOPING STUDENTS' SPIRITUALITY AND MORALITY THROUGH PARABLES WHEN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Introduction. Such realities of the present day as terrorism, local wars, refugees, religious, racial and national intolerance, the threat of the third world war, trafficking people and drugs, violence, hatred, dominance of poor examples of popular culture have one common root – the lack of spirituality and morality.

Nowadays the level of education and socialization of a young man is mostly determined by formation of a set of specific competences, such as professional, economic, environmental, legal, computer, communication and so on. But the person with all these competences is not a human yet, unless his/her main qualities – spirituality and morality – are formed. Besides, today many employers pay particular attention to an applicant's personal qualities, their ethics and responsibility. That is why many philosophers believe that spirituality will be the leading value of the present century as opposed to hyper technologization of the society. However, the search for new effective tools of developing ethics and spirituality of the youth has always been a task of strategic importance.

Above all spiritual development is associated with *moral education*, which results in performing the standards of moral conduct, internalizing the categorical imperative, according to which you should treat others as you want them to treat you, and the question that confronted Socrates many centuries ago: "Can virtue be taught?" is still poignant in philosophy of education. Teaching morality is the component of education, whose objectives and methods are the most difficult to determine. One can know what is good and right, but does not live by their laws, and only education can provide the moral growth of a young man, because people are not born moral, they become moral.

In the research there was an attempt to develop morality through the use of allegoric tales – parables, fairy tales, myths, legends, fantasy stories, moral dilemmas (all of them are further referred to as parables) – when teaching the English language.

The role of parables in education was studied by B. Bettelheim [8], A. Bunyatova [2], N. Doroshenko [4], G. Ellis [10], L. Kready [12], F. O'Connor [14], V. Sukhomlynsky [6], I. Vachkov [3], M. Warner [15], A. Wright [16] and others. However, the didactic opportunities of parables for foreign language teaching have not been studied enough.

Allegory is a literary device, statement with the hidden meaning. We recommend the use of allegoric tales to improve foreign language skills and realize another equally important component – the educational function of the lesson.

The number of those who learn English around the world is growing steadily. Spreading English is both a cause and a consequence of globalization. International organizations in their reports predict that within a few years there may be about 2 billion people all over the world who are learning English – almost a third of the world's population. That is why the problems of the research were solved on the material in the English language.

There are some examples of anthologies that include ample samplings of classic fairy tales (e.g. *The Book of Virtues*, *The Moral Compass* and *A Children's Book of Virtues* by William J. Bennett etc.), but they are not adapted for learning English and are not supplied with tasks developing both language skills and ethics. In addition, the analysis of popular English language courses which are learnt by students in many countries shows that they do not practically contain materials of this sort that, certainly, lessens their educational value.

Therefore, there was a need to create such a resource of allegoric tales with tasks to them which could be used by teachers of English.

The objectives of the research were the following: 1) to substantiate the role and place of parables in teaching languages and humanizing the process of education; 2) to create a base of parables that can be used in the practice of English language teaching and 3) to develop tasks to them.

Methodology. The interest of various people to tales in recent years has increased excessively. This is not about a constant demand for classic children's fairy tale books: parents have read them to their kids and continue to read. The matter is different. We are witnesses of completely new and unusual phenomena: the madness around the Harry Potter books that are published by millions of copies worldwide; popularity of fantasy novels and parables by Paulo Coelho, incredible success of Lord of the Rings trilogy that all are nothing more but fairy tales for adults. How can it be explained? Why do tales capture the hearts and minds of not only children (it is not surprising), but also a huge majority of adults around the earth?

The first factor is social. On the one hand, safe and carefree life of one part of the population directs their attention to consuming fairy tale products for entertainment. On the other hand, the fantastic world gives the opportunity to the other (bigger) part of the population to get distracted from everyday problems and plunge into a completely different – amazing and wonderful reality. The second factor is the tradition of arts: art products have always featured metaphoric nature. The third factor is the mythological nature of human thinking. The concept of C. Jung proves that even the modern civilized person is sometimes guided in his real life not by rational thinking, but by attitudes that do not obey the laws of formal logic. This can explain the unconscious desire for fairy tales. The fourth factor is the specific properties of metaphor, which makes fresh accents, helps people rethink their experience. The fifth factor is scientific. The current level of science is characterized as transition to postnonclassical paradigm that implies rejection of traditional deterministic ideas about the world order and emphasizes its dialogic character, recognizes the multiplicity of truths. Within this paradigm

philosophical ideas of antiquity, eastern teachings, views of writers, artists, religious leaders are regarded as philosophical foundations of science [3].

The American writer F. O'Connor said that "a story is a way to say something that can't be said any other way. You tell a story because a statement would be inadequate" [14].

In dictionaries tale, myths, legends are described as narrative, often folk poetic works about fictional people and events, mostly involving magic power to explain the origin and nature of the world, the destiny of man, a short, instructive story including truth and fiction. There is usually nothing mystical in parables, and miracles, so typical for fairy tales happen rarely. They describe situations that could actually happen, but avoiding too much specificity. Therefore, in parables the action takes place in some abstract space, the main thing is the thought, idea and wisdom. Parables are often timeless, you never understand when and where the action happens, so they are eternal. Dilemma is a combination of judgments, conclusions with two opposing provisions that exclude the possibility of the third one, a condition in which the choice of any of the two contradictory decisions is difficult.

The feature of most allegoric stories is the good end. This gives the reader a sense of psychological security and proves that "all the trials that befell the heroes were needed in order to make them stronger and wiser. On the other hand, the person who made an ill act, will surely obtain his deserts. And a hero who goes through all the tests, showing their best qualities will necessarily be rewarded. This is the law of life: the way you treat the world, you are treated by the world" [2]. Parables have a rich social, moral and educational potential. They teach, educate, warn, encourage the activity and even cure that can be considered as their most important functions. The renowned psychiatrist B. Bettelheim writes that they teach "how to navigate life" [8]. And finally, allegoric tales afford a vital basis for language training and thereby take on a new importance in the students' English [12].

During the foreign language classes, in addition to developing the ability to make moral choices, parables enrich vocabulary, and perfect speaking skills.

The first stage of the research was the study of theoretical material on the problem of moral education and selection of the content (parables in English), the work with which will help realize the objectives of the research.

When selecting tales for students it seems expedient to follow the principle of selection proposed by L. Kready [12]. The fundamental thing is students' interest. They also enjoy: a sense of life, the beautiful, wonder, mystery, magic, adventure, success, action, humor, portrayal of human relations, the simple and the sincere, transformation, happy end.

The next stage is substantiation of *the process of moral education* through the use of parables when teaching foreign language.

M. Lipman et al. wonder what kind of ethical education the men who later tortured their fellow human beings had been offered and why this education didn't work. The author hypothesizes that they had probably received an indoctrinating

ethical education based on unquestioned traditional or religious beliefs that they later abandoned [13]. This means that mere instruction in morality is not sufficient to nurture virtues. One should remember that excessive verbalism in education, inept repetition of even noble ideas can generate only nihilistic attitude towards them.

The great philosopher M. Buber tells the story of how he fell into "the fatal mistake of *giving instruction* in ethics" by presenting ethics as formal rules and principles. Buber discovered that very little of this kind of education gets "transformed into character-building substance." He recalls: "I try to explain to my pupils that envy is despicable, and at once I feel the secret resistance of those who are poorer than their comrades. I try to explain that it is wicked to bully the weak, and at once I see a suppressed smile on the lips of the strong. I try to explain that lying destroys life, and something frightful happens: the worst habitual liar of the class produces a brilliant essay on the destructive power of lying" [9].

V. Andreev also notes that just knowing moral principles is not enough for the process of moral education. "We must develop in our students a deep desire and need for their indispensable performance in any situations, especially in situations of moral choice" [1].

In the process of moral development, the most important task is to transfer social values in personal ones, the values that determine the individual's behavior. The moral person is characterized by deep awareness of ethical principles and norms as principles and norms of his/her own behavior when the person acts not due to immediate external effects but due to his/her own attitudes.

Researchers point out the unity of moral knowledge, positive attitudes and practical behavior in morality formation. S. Maslov [5] claims that emotional reaction precedes the cognitive one. Emotions can be taught and resulted in the person's active social position, assuming that it is not enough to feel pity, pain, compassion, injustice, resentment, it is much more important to be capable of defending their moral position, not just compassionate, but also try to help those in need.

Thus, based on the intellectual and emotional structure of the individual, we considered the following key components of the process of teaching morality which should be taken into account when developing methods of work with parables: 1) knowledge about the content of moral principles, accepted emotionally; 2) moral estimation; 3) moral patterns of actions; 4) realizing moral behavior in practice.

Spiritual and moral values become the individual's inner gain due to special *educational tools* aimed at transforming knowledge and experience into inner strength. That is why the next stage of project realization will deal with developing new and perfecting existing methods of moral education by means of foreign language.

Such researchers as G. Ellis [10] and A. Wright [16] worked fruitfully on the problem of introducing fabulous tales into the structure of foreign language lessons. Tales can be used as supplementary material to the existing course books

in English, they should be selected in compliance with thematic blocks recommended by curriculum; they are small in size, and the number of tasks to each story can vary according to the level of students' knowledge.

Using fantasy stories refers to the so-called method of *educational metamorphoses*, which proves that even in the mind of the already adult person fundamental changes may happen. This method is realized through *philosophical dialogue*, i.e., inviting students to question and to find for themselves the reasons for choosing the particular decision or making the opposite one. Value reflection is realized through clearly defined questions that make students reflect on the importance of values. Training implies classroom practice for acceptance of modified models of behavior in various situational contexts. And “the teacher, while being an authority figure is not authoritarian at all, but a guardian of impartiality” [13].

Besides, the following tasks for working with allegoric tales during the foreign language lessons can be recommended: reading tales with further discussion; telling tales; characteristics of heroes with expressing attitude to them; continuation of the famous fairy tale ("What happened next?"); changing the end of the tale; comparison of the same characters from different tales; writing the mini-essay "Letter to the hero"; inventing questions addressed to the characters of the tale; dramatization; inventing tales; the character's "trial"; associating with heroes of the tale "Who could you play in the tale?"; inventing a tale by the available model; guessing the situation ("What would happen if ..."); dialogic tale telling. It is advisable the students use project work with its "material" outcomes: collage, album of illustrations, creating comics for the story with emphasizing key points.

One of the types of educational metamorphoses is dilemmas that demand students' active reflective activities. Ethical dilemmas are effectively solved by compromise, smoothing contradictions and achieving a reasonable balance of interests, persuasion, appealing to conscience, reason, common sense.

M. Yanovska considers the work with dilemmas as specially arranged exercises which require reasonable motivation. The author believes that the dilemma should be introduced in the context of specific topics, and during its discussion it is important to focus students' attention on ethical justification of choice [7]. Here is an example of moral dilemmas:

The Value of a Promise

A friend confides to you that he has committed a particular crime and you promise never to tell. Discovering that an innocent person has been accused of the crime, you plead with your friend to give himself up. He refuses and reminds you of your promise. What should you do? In general, under what conditions should promises be broken?

One more method which can be recommended to achieve goals of ethical education is the Forum theatre (A. Boal) as a means of teaching people how to change their world. The Forum theatre can be used while dramatizing stories and during this process audience members can stop a performance, often a short scene

in which a character is being oppressed in some way. The audience would suggest different actions for the actors to carry out on-stage in an attempt to change the outcome of what they see. It enables participants to try out actions which could be applicable to their everyday lives. The subject of the game may be drugs, aggression, bullying, infidelity and the like [11].

The next stage of the research was connected with the enhancement of its ideas due to the use of information technologies. As blended learning, i.e. learning augmented with digital technologies, rather than working in physical classrooms, is becoming more and more popular, the research covered areas for which there is a lack of time during formal education.

The electronic resource pack was added with language exercises developed with the use of *Hot Potatoes* program. Using this program, the following types of tasks were developed: quizzes, filling gaps, crosswords; story restoration, etc.

The research was both qualitative and quantitative. The qualitative methods implied the theoretical study of the problem, collecting and developing materials, organizing group discussions, carrying out individual interviews, observation and participation in the educational process. Quantitative methods were used to collect statistic data on students' tests, generalize results, conduct and describe various surveys.

The results of the research were evaluated by the following qualitative and quantitative indicators: better results of tests, improved language and communicative skills, big number of students involved in the project activities through IC technologies, developed morality, critical thinking, cross-cultural tolerance, wider erudition, self-actualization.

Conclusion. In the course of the research we revealed the potential of allegoric tales as an effective means of developing students' ethical education while studying a foreign language. The social and psychological factors that make allegoric tales popular among adults in recent times were analyzed and the place and role of allegoric tales in young adults' spiritual and moral development were determined. They help develop the pedagogical correction of a young adult's social behavior, offer role models, promote positive interpersonal relationships, social skills, relieve stress, and teach to resolve conflicts. The technology of students' moral development through the use of allegoric tales when learning a foreign language was described, and specific methods were suggested: the method of educational metamorphoses, philosophical dialogue, solving ethical dilemmas, and theatre forum. The efficiency of the proposed technology is supported by the results of the experiment carried out at a non-linguistic university. These results showed the improved language and communicative skills, the increased number of students involved in the activities through IC technologies, higher moral principles, more developed critical thinking and cross-cultural tolerance.

The collection of tales and the use of special educational tools ensured pedagogical correction of students' social behavior.

The created materials aim not only at improving language skills, but also at developing moral personality, since at all times parables have offered a role

model, contributed to the development of positive interpersonal relationships, social skills and patterns of behavior, moral and human qualities, relieved tension, established rapport, trust, taught to solve conflicts. All this can be achieved with the use of interesting materials touching everlasting problems.

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2.28 CULTURAL INTERCOURSE MODEL OF COMMUNICATION IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

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The main stages of the intercultural dialogue as a process are discussed in this paper. The question of the dialogue of cultures is updated according to the new culture and social situation in the world that has developed in the process of globalization.

The steps in the process of cultural interaction, which in its turn leads to the logical conclusion of the interaction of cultures as a source of progress, are identified. Intercultural interaction cannot occur except through the interaction of individual worldviews. The problem of identification of an interaction mechanism in the analysis of cross-cultural interaction is considered.

The problem of in what way a dialogue of cultures leads to a deepening of cultural self-development, to the mutual enrichment at the expense of other cultural experiences both within particular cultures, and across the world culture is studied. The need for dialogue between cultures is a prerequisite for survival of mankind. Interaction, dialogue of cultures in the modern world is a complex process. The need to ensure optimal interaction and dialogue of peoples and cultures in the interests of each side of this interaction is considered.

Key words: intercultural dialogue, interaction of cultures, worldview, mutual enrichment, interaction, transference, culture homogeneity, mutual understanding.

The urgency of the research subject matter is determined by a new thinking paradigm of the XXI century – dialogic which is capable of elaborating a relevant to modern cultural processes model of the dialogue of cultures in the context of the fundamental principle of “unity in diversity”. In conditions of the global mankind disintegration the problem of intercultural dialogue development has become vitally important for mankind surviving and that is not why in the branch of culture the most modern mankind problems are observed and because as the culture is the most and communicative form of independence. That is the reason that the culture has the high-powered potential which makes it possible to overcome dangerous problems in the social mankind structure.

The development and enriching of the cultural tolerant interaction experience, the elaboration of strategic projects of the cultural dialogue and using their examples the development of practical decisions, creation of international institutes which aid in the dialogue of cultures, all the above are concrete methods of the dialogic cultural development. The paper urgency is caused by the necessity of the cultural and logical definition of trends, of the cultural transformation in conditions of the dialogue of cultures. It is conceivable that the problem of the cultural dialogue is the topical one in terms of the national culture protection and cultural achievements from tendencies to mankind culture homogeneity.

At present, process investigation of cultures and civilizations interaction in the context of modern global tendencies integration / disintegration is one of the hottest culturology directions, as to study of complicated and diverse-oriented processes going, on in the world. A new cultural and social situation which is established in the process of globalism makes more active the question about the dialogue of cultures.

The whole mankind history is the dialogue which runs through all life and it is a method of the execution of communication connections a condition of people mutual understanding. Interaction of cultures, their dialogue is the best basis for development of inter-ethnic, international relations. And vice versa when there are inter-ethnic tensions and all the more, inter-ethnic conflicts in the society, because of this, the dialogue between cultures is more sophisticated, interaction of cultures maybe limited through the interethnic tension of concrete carriers of these cultures.

Culture interaction processes are more complicated than simple «transference» of achievements of highly developed culture into less developed one and in its turn it logically determined conclusions about interaction of cultures as the contributor of progress.

The purpose of the paper. At present, the problem of the culture boundary, its kernel and the culture dialogue process model are actively studied. The dialogue is an active interaction of subjects equal in rights. The interaction of cultures and civilizations makes provision for the team-work of general culture values. The dialogue of cultures may be that pacificatory factor which averts conflict beginnings, it can take away tension, to create the atmosphere of confidence and mutual respect. The dialogue conception is especially currently central for the modern culture. The process of interaction in itself is the dialogue and interaction forms are diverse types of dialogic relations. The dialogue idea comes into being in the profound past. According to Danilevskiy's theory, cultures are developed in its own right and at the beginning they are hostile to each other. The foundation of all these distinctions to his opinion is «spirit of people».

«The dialogue is intercourse with the culture, realization and representation of its achievements, revealing and the understanding of values of other cultures, appropriation of the rest, a possibility of taking down political tension between states and its ethnic groups. It is the needed condition of a scientific search for the truth and the creation process in art. The dialogue is the understanding of «the

ego» and intercourse with the rest. It is versatile and community of the dialogue is a matter of common knowledge.» [8, p. 9].

Ancient India culture texts are filled with the unity idea of cultures and nations, macro and micro space, thoughts about that human health depends on, in many cases, quality of interrelation with environment, realizing, beauty force, understanding as world representation in out being.

The dialogue problems were studied by ancient Greek philosophers-sophists: Sokrat, Platon, Aristotel philosophers of the Hellenism epoch. The dialogic spaciousness was defined by them on the basis of the spirit culture, recognition of pluralistic thoughts, standpoints equal is rights principles which are common to all mankind, freedom and a value of a personality and the society in general. In the Middle Ages the dialogue was mainly used in moral aims. The Abelyars philosophic treatise «Yes and No» [11 p. 22] is internally dialogic one. And in his other work «Dialogue between a philosopher, an Israelite and Christian» he foresaw the dialogue not only confessions but and cultures.

Although, the dialogue as the form of intercourse common to all mankind exists for a long time but in the right way problems of dialogic relations were studied by German philosophers: I. Kant, I. Phikhte, F. Shelling as well as problems of a subject and its cognized possibilities, subjective and inter-subjective relations.

Developing Phikhte's ideas about difference and interconditionality of «I» and «other» L. Pheyerbakh began investigations of the dialogue in the early 20th century. I. Gerder considered interaction of cultures by a mode of preserving culture diversity. Culture reservation results in the culture death. However, to his mind, changes must be no contact with the culture «Kernel».

Modern cultures have been formed as the result of numerical and prolonged cultural interaction. In the historical sense the address to the dialogue is always scientific change evidence. The origination of the dialogue in the antiquity certified a fact that mythical knowledge changed into philosophical and discursive, critical.

Dialogues of Renaissance indicate that the new paradigm a new type of knowledge is formed. The modern culture also begins to turn to a new type of the human being in the culture. In XX century the culture moves the epicenter of the human being which is carried out in all spheres of life.

The dialogue of cultures is intercourse of unique and general personalities, the dominating idea of it is not cognition but inter-understanding. «In the profound text idea of the dialogue of cultures a new culture of intercourse is formed. Thinking and being of the other person are not only profound, in each of us it is the other thinking, knowledge which are internally vital for our being». [4, p. 80] In the modern world the dialogue of cultures is more complicated through the complex of circumstances.

Modern manifestations of fundamental problems are associated with the culture interaction of different nations.

The peculiarity of their determination is in the systematic dialogue of cultures, and not one even if this culture has attained success. «Determination of these problems foresees such globalism of interaction of cultures in space, and time, when the reality becomes self-realization of all and every culture via interaction of all with each and each with all the rest». Thus the mechanism of interaction of cultures itself is problematic.

In a process of intercourse in the contact situation of two cultures they exchange texts.

The model of this process of intercourse is as follows:

A – T – P – KP

In the scheme A – an author of a text, a participant of communication; P – text recipient, the second participant of communication, T – a culture text for its help the control is carried out; KP – cultural space, where intercultural intercourse is performed; the chain A – T – P denotes a process of intercourse.

In the process of communication, the situation, as a system of relationships, is the result of a certain sum of objective and subjective factors that provide a definition of the situational position. Situational position – the integration of objective and subjective components of communication. Its components, which are elements of the real process of communication, can include components such as event, place, time, industry, type of activity, topic of discussion, the presence of a third party, external information, social status, language status, relationships, objective side of the situational position, worldview, moral qualities, volitional qualities, feelings, interests, state before communication, communicative task, interactive role, interpersonal role, knowledge, experience (Selivanova, 2011, p. 174). With the help of certain components of the situational position, which are the basis of the respective types of communication, it is possible to create predictive plans of situational positions, which can be used to create situations of a certain type in the process of dialogue.

Situationality – yes, U. Maturana put forward the idea of consensual interaction of self-organized, "autopoietic" (ie, self-creating) systems. He compares language activity (languaging) with dance, which is characterized not by "hierarchy", "management" or "competition", but by mutual coordination of actions, cooperation. In the real process of language interaction there is no "transfer of information". This is an "unfortunate metaphor" for joint activities. Speech interaction evokes a similar response: a relatively close mutual understanding of something else (Maturana, 1995, p. 98). A similar opinion was expressed by M. Mamardashvili, who believed that it was useless to try to understand another, it is better to try to understand something third, common (Mamardashvili, 1996, p. 196).

Analyzing the role of sociolinguistic and sociocultural components in the communication process, it can be affirmed that one of the components of the model of intercultural dialogue should be situationality, which will model the dialogue process according to the necessary situation for further use in various fields. That is, the emergence of a certain socio-cultural problem that requires

intercultural dialogue can be determined situationally, and therefore the model itself is situational.

Dissipation is Bertalanffy's idea of an open system that is widely used in research on humanitarian issues. Any open system (such as man, text, culture) is characterized by the interaction of all components, ie dynamism and activity, in contrast to closed systems (eg, cybernetic), which are reactive and static.

Modern culture is an "open" system that is quickly self-organizing. The emergence of conditions for intercultural dialogue occurs in situations of different stages of existence of such a system: activation, static. The phenomenon when these stages change each other in a short period of time is called dissipation. When intercultural dialogue is organized, the phenomenon of dissipation affects it (Konovalova, 2005)

The dynamics of dialogic systems that are in a state away from equilibrium determines the dissipative processes. These usually include scattering processes, ie the transformation of dialogue into a less organized form, which is usually interpreted as irreversible. Dissipative processes in the dialogue of cultures occur in three stages:

- 1) Imbalance of inconsistency of dialogue;
- 2) Preconditions for "jumping out of the understanding of the dialogue of cultures", the systematic denial of culture and understanding;
- 3) Open denial of dialogue due to its destruction and "catharsis" of understanding.

Dissipative processes in the dialogue of cultures cause a variety of scattering, natural substitution, overlap, substitution of cultural phenomena.

The study of the processes of cultural existence and development will identify a number of values aimed at supporting conscious processes in dialogue. A detailed consideration of dissipative processes will help to develop a mechanism for the situation of intercultural dialogue. (Selivanova, 2011)

However, the diversity of cultural processes in itself is an element of stabilization of the cultural system. Manifestation of the extreme stage of dissipative development, of course, is "smoothed" by other cultural processes (Konovalova, 2005)

Transgressiveness – it is assumed that the theory of communication should take into account the complexity of the conditions within which communication takes place, namely: in society there are rapid changes, increasing interdependence, increasing diversity and multiplicity of ways of interaction. In these conditions, communication can be the reason for the beginning of cultural dialogue. To better understand the definition of the current dialogue situation, it is necessary to provide definitions that have substantiated the theorists who described this phenomenon.

Thus, we can identify the following factors that characterize the existence of the model:

- speed of socio-cultural processes;
- increasing the number of dialog contacts;

- multiple ways of dialogic intercultural communication.
- the emergence of risks of possible "failures" of inter-dialogue communication ("transgressions").

Analyzing the role of sociolinguistic and sociocultural components in the communication process, it can be affirmed that one of the components of the model of intercultural dialogue should be situationality, a process necessary to create models of different situations for further use in different areas. That is, the emergence of a certain socio-cultural problem that requires intercultural dialogue can be determined situationally, and therefore the model itself is situational.

Analysis of the processes of cultural functioning and development of dissipation will provide an opportunity to make a system of cultural values, which will be aimed at preserving cultural processes in communication. Careful analysis of dissipative processes will make it possible to develop a mechanism for the situation of intercultural dialogue (Selivanova, 2011).

But the diversity of cultural processes is an element of stabilizing the cultural system. The manifestation of the extreme stage of dissipative development, of course, is "smoothed" by other cultural processes.

By analyzing the role of transgression in a dialogue situation that breaks the relations between the present and the future, through its prism the world loses the status of its own authenticity. Along with this idea of overcoming boundaries, a completely different perspective opens up: subjectivity in dialogue overcomes itself, regains the spontaneity of its impulses, overcomes boundaries, and achieves true sovereignty. It can be affirmed that the last of the three components of the model of intercultural dialogue should be transgression.

These factors make the model situational, dissipative and transgressive.

The definition of the dialogue process is the productive relationship of several individual components, a single and diverse sense of understanding space and general cultural phenomena. First of all, monologue differs from dialogic in the desire to understand communication, various phenomena, ideas, views, social aspects.

The dialogue of both cultures must be fruitful for each party. "We ask questions to representatives of another culture, those that they did not ask themselves, we want to find answers in them, and thus another culture gives us answers, showing us new horizons of semantic depth, different sides" (Bakhtin, 1986, p. 335).

A Gordienko justly thinks: «As a consequence of it that the globalism of intercultural interactions reason such completeness of the sence world up to taking part in it individuals, which has its origin only in a point of intersection of all cultural images, an individual goes out for individual private boundaries into the cultural space, infinite intercourse based on the principle, thus, in infinite re-comprehension of that, who he is himself. This process creates precisely that direct perspective of the human history». [5, p. 76, 78].

In as much as the spirit culture is intimately connected with religion, thus, the dialogue of cultures is not simply interaction of nations and their profound mystic connection, deep-rooted in religion [7, p. 20].

Thus, the dialogue of cultures is not feasible without the dialogues of religions and, the dialogue which occurs in the middle of religions. And purity of the dialogue is an affair of conscience. The real dialogue is always freedom of thought, judgments and intuition. The dialogue reminds the pendulum which if it walks away, the dialogue is carried on. The apostle Pavlo said: «It is incumbent to be with difference of opinions, to find out the most skilful from you» (1 kor.11:19).

The dry formal logic, linear, reasoning are sometimes alien and hostile to the spirit world. One-sided rationalism contains danger of simplified or erroneous conclusion. In connection with this in medieval monks there was the proverb: «devil-logic».

As the form of conversation the dialogue foresees corresponding community of space, and time, joint emotional experience with the purpose to understand an interlocutor, to find with him a common language. The dialogue can be a form of religion and philosophical thought (for example, Platon's dialogues) and spirit revelation. In the ideal dialogue all interlocutors listen to a voice from a mountain, conscience, the truth of the whole. If the truth of the whole is not formed, this is testimony to the dialogue of deafs-and-dumb, that is, it is a pseudo-dialogue, or its absence.

The complexity and significance of the dialogue give inexhaustible possibilities for its study. The classic of the dialogue theory is Martin Buber. The central idea of his philosophy-being is as the dialogue, between God and a man, a man and the world.

The dialogue with creator is life-saving when it is realized through the meditation of God, his commandments about morals and love. It is in this dialogue that vitality of God himself is revealed.

The foundation of the M. Buber's conception is a dialogic principle. The man finds his own main point when he is used by all connected with humanity correlating himself with other people. Dialogue problems were studied in sociolinguistics (L. Shcherba, L. Iakubinskyi), literature and philosophical hermeneutics (Kh. Gadamer), phenomenology (Km. Gusserl, M. Mamaldashvili) fundamental ontology (M. Khaidegger), study of literature and semiotics (A. Averintsev, M. Bakhtin, M. Lakshin, Iu. Lotman), fundamentals of communication (A. Mol, V. Borev). Interaction of cultures was investigated by K. Levi-Stross, G. Khershkovets, S. Artanovskyi, S. Arutiunov, B. Jerasov, L. Ilonin, N. Ikonnikova. Inter-cultural intercourse makes up in a process of subject intersections which are built by language action. According to Kh. Gadamer the dialogue is original application of our own way and an alien way.

Inter-cultural interactions can't go on differently than via interactions of individual ways of thinking. The most important problem during time of an analysis of the inter-cultural interaction is mechanism reveal of interactions.

There are two types of interactions:

1) cultural straight line, when cultures interact one with other owing to intercourse at the level of a language;

2) crooked line, when basic characteristics of interaction are its dialogizing, the dialogue, in so doing is carried out in the middle of the culture in the composition of its own structure.

The incultural content has dual state and as «an alien part» and as for «a friendly part». Thus, interdependence and interpenetration of cultures is the result of out-of-straight interaction; the dialogue of the culture with himself, the dialogue with «a friendly part» and «an alien part» (it has a dual nature). The heart of dialogizing is in productive interaction of sovereign positions, elements of the united and versatile sense space and the general culture.

The first consideration what differentiates dialogizing from soliloquizing is the quest for the understanding of interrelations different views, ideas, phenomena, social forces. The philosophical dialogue is a possibility of various, as to quality, interpretations of philosophical paradigms. The dialogue is the whole complex of interactions with the help of it a joint of thinkers is formed. The philosopher, accumulating alien ideas, creates a real image. This sign was emphasized by Kh. Ortega-i-Gasset indicating that all philosophers are interpreted as an united philosopher who had been living allegedly two thousands and a half years.

The dialogue which bears in mind the idea of the culture and it is well to beat in mind the idea of the culture and it goes without saying it is in principle, inexhaustible. «The dialogue is only the dialogue in the special case when it can perform as infinite development and formation, all along new styles of everyone who takes part in the dialogue as the cultural phenomenon. In a process of the complicated multi-layer dialogue of cultures the formation of values, which are common to all mankind is carried out» [6. p. 141].

The concept of «unity» is important for the dialogue of cultures. S. Artanovskiy thinks that the concept of unity should not be considered metaphysically, as full homogeneity or indivisibility. «Historical unity of cultures doesn't imply their identity that is full recurrence of phenomena. The unity means integrity, fundamental community, predominance of internal connections between elements of this structure over external ones. We speak, for example, about the unity of the Solar system which, however, must be aware of element plurality of its worlds. The world culture, from this point of view, forms the unity, which has a structure to be situated in two measurements – special (ethnographical) and temporary (ethno historical)» [1, p. 43].

The interaction methodology of cultures, in addition, to the dialogue of cultures, was developed in M. Bakhtin's works. The dialogue according to Bakhtin is mutual understanding those who takes part in this process and, at the same time, preservation of his thought, his in the others (confluence with him) and

distance preservation (his place) [2, p. 430]. «The dialogue is always development, interaction, unification but not separation, it is an index of the general society culture. The dialogue is not a means and as an end it itself. To exist means to contact dialogically. When the dialogue is over, everything is over. Thus, the dialogue can't properly be over as it must not be finished» [3, p. 433].

According to M. Bakhtin, each culture exists only in intercourse with other culture and great phenomena in the culture occur only in the dialogue of different cultures in a point of intersection.

The ability of one culture masters achievements of the others is one of the contributor of vital functions. «The alien culture only in the other cultures eyes discovers itself in full measure and more profound. One sense reveals its profundities, meeting and coming across with the other side the alien contents..., between them the dialogue begins allegedly, which overcomes reticence and homogeneity of these senses these cultures... In such dialogic meeting of two cultures they are not combined and mixed up and they are mutually enriched» [2, p. 354].

The inheritance of the alien culture or complete unreceptiveness of it should give up the place to the dialogue. For both sides the dialogue of two cultures can be fruitful. «We raise new questions to the alien culture, which it didn't raise itself, seek for answers our questions, and the alien culture answers us revealing before us new its sides, new sense profundities» [2, p. 355].

According to M. Bakhtin the dialogue can have definite heritages:

1. Synthesis combination of different points of views or positions into one common.

2. In a case of the dialogic meeting of two cultures, they are not combined, and mixed up, each preserves its unity and open integrity, but they are mutually enriched [2, p. 360].

3. The dialogue enhances the understanding of the fundamental differences between participants of this process, when the more differentiation, the better but kind-hearted differentiation without fights and boundaries.

V. Sagatovskii singles out and the fourth possible heritage of the unsuccessful dialogue «to come to an agreement have not been possible, positions proved to be incompatible, important interests were violated, it is possible (and sometimes, a necessary condition) non-dialogic intercourse of parts» [9, p. 22].

Dialogue obstacles can be different orientation of the value system which, commonly adds complexity, and some cultures don't allways contact with other cultures.

Conclusions. The interest is the beginning of the dialogue. The dialogue of cultures is the necessity of interaction, mutual aid, mutual enrichment. The dialogue of cultures is objective necessity and the development condition of cultures. In the dialogue of cultures the mutual understanding is provided and the understanding envisages unity, similarity, identity.

The definition of the dialogue process is the productive relationship of several individual components, a single and diverse sense of understanding space

and general cultural phenomena. First of all, monologue differs from dialogic in the desire to understand communication, various phenomena, ideas, views, social aspects.

The dialogue of both cultures must be fruitful for each party. "We ask questions to representatives of another culture, those that they did not ask themselves, we want to find answers in them, and thus another culture gives us answers, showing us new horizons of semantic depth, different sides" (Bakhtin, 1986, p. 335).

Thus, the dialogue of cultures is possible only on the basis of an understanding, but only on the basis of individuality in each culture. In general agreement that combines human cultures is their social status, that is, human and humane.

«The mutual understanding of centuries and milleniums, people nations and cultures provide complicated unity of all man kind, all human cultures, complicated unity of the human literature» (the same, p. 390).

There is no single world culture but there is unity of all human cultures, which provides «complicated unity of all mankind» – humanistic beginning. The impact of one culture upon another one is realized only in that case, if there exist necessary conditions for such impact. The dialogue of two cultures is possible only in the case of definite approach of their cultural codes, availability or origin of general mentality.

The dialogue of cultures is the penetration into the system of values of this culture or another – one, respect for them overcoming, stereotypes, the synthesis of original and innovational, which is responsible for mutual enrichment and access to the world cultural context. In the dialogue of culture it is important to perceive values of interacted cultures which are common to all mankind.

One of basic objective contradictions inherent to cultures of all nations of the world is the contradiction of development of national cultures and their approaches. Thus, the necessity of the dialogue of cultures is the condition of self – preservation of mankind and for motion of the spirit unity is a result of the dialogue of modern cultures.

The dialogue of cultures can be of assistance in upgrading of cultural self – development, mutual enrichment to another cultural experience as in the context of definite cultures as at the scales of the world culture. Interaction, the dialogue of cultures in the modern world is a complicated process and entirely possible, sometimes, painful. It is necessary to assure the optimal interaction between the dialogue of nations and cultures in the interests of each parts of this process.

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2.29 LEARNING ENGLISH REDOUNDS TO EMPLOYABILITY OF LAW UNIVERSITY GRADUATES

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In the past decade, there has been a growing interest in raising awareness of the employability potential of XXI century graduates. The job market is more competitive than it has ever been so students should start thinking about how to make them more employable from their first days at universities. Employability is defined as the skills and abilities that allow a person to be employed.

One of the most fruitful ways to increase the future employability for students is learning a foreign language. Languages are useful in lots of jobs and sectors, particularly within business and multinational companies. Multi-lingual job applicants have an advantage over those who can speak only mother tongue, as they are more easily able to communicate with customers, partners or business prospects? And they can help with translation.

Globalization of international business, commerce, trade, and communication demands that legal terms, concepts, and agreements be clearly communicated in English. It also requires that legal terms, concepts, and agreements be understood and communicated across borders – in English. The internationalization of commerce has established English as an international language both at European and global level, determining non-native English speaking legal practitioners and law students to specialize in legal English.

Students mastering law need good knowledge of English to succeed professionally. That is why legal English has attracted increasing interest and awareness, especially because English is predominantly the language of international legal practice. Legal English is usually seen in the overall context of English for Specific Purposes, as it shares the important elements of syllabus design, course design, materials selection and development which are common to all fields of work in ESP. As with other varieties of ESP, Legal English implies the definition of a specific language corpus, usages of various teaching strategies and emphasis on particular kinds of communication in a specific context.

Legal English has become an essential element of a legal training both at the academic and professional stage. Since law is considered to be an extremely precise and concise discipline, legal principles must be integrated and interpreted according to a specific legal system. Teaching of legal English as a second language raises two language-related challenges. The first refers to the peculiarities of its vocabulary and sentence structure, whereas the second one focuses on the cultural differences between the national legal system and the British common law system. Such cultural differences may require a different approach in the methodology of teaching legal English. The purpose of learning legal English is to prepare students to practice law, to familiarize them with the terminology and encourage them to deal with the requirements of their future profession, and boost up their employability.

Legal English, both in its oral and written form, comprises specialized terminology that creates difficulties not only to foreign users but also to native speakers. Legal English lexis includes Latin, French and Anglo-Saxon words and phrases, rare words from Old and Middle English, professional jargon and formal expression, reflected throughout contemporary usage, and which makes it a “hard nut to crack” to modern learners. Teaching students legal English presupposes “providing learners with the specific vocabulary and structures and enhanced linguistic modalities they want and need to succeed” [1, p. 173]. They should also learn and practice drafting and writing legal documents and advocacy, developing specific competences. Due to its highly specialized terminology, legal English should be studied and taught in a concrete legal context. Guided by a teacher students can read and analyze different legal documents available in libraries or the Internet: best examples of legal writing, court decisions, casebooks and law reports helping students to develop the skills necessary in their future work as legal practitioners. Students’ training also includes activities meant to improve their proficiency in English, their academic skills development, paying attention to oral presentation, listening and writing taking into consideration the environment of their future profession.

Most of the teaching materials and resources are based on authentic texts belonging to the UK or US legal systems. There are considerable cultural differences between the culture of foreign students and British and American legal culture, so the teacher should be aware of these peculiarities and try to provide a cultural balance and cross cultural comparisons. Non-native English teachers need

to find the most appropriate pedagogical methods to facilitate students' language acquisition and concept understanding.

The most important thing for a teacher is to facilitate the improvement of students' linguistic performance and cultural awareness through the wide range of approaches and techniques. In the context of legal English and of ESP, in general, students need to put into practice the vocabulary and structures of their field or study and teachers should encourage them to work independently on the issues connected to professional topics and subjects. This may include computing and information gathering techniques, simulation exercises designed under the form of written projects which students have to present under the guidance of their language teacher. Working on suitable topics, using the four language skills closely monitored by their teacher and taking advantage of classroom interaction, students can contribute to their professional development. Although they are accurate in English and can engage, develop and sustain a conversation on a wide array of topics, it is very difficult for them to think in English about the legal system of their country. To be able to deal with topics on their own legislation, they have to translate the term from their mother tongue into English and give proper explanations to some legal terms. Teachers should manage existing knowledge, constructing a solid foundation for ESP and guiding the learners to work autonomously to create a link between the goal of the learning language curriculum and pedagogical methods.

Legal English resources used in the classroom should be designed to cover the four skills, tailoring the activities to correspond to socio-cultural real life situations. So, the content and methods should be attentively adapted in such a manner that students can apply their skills of legal English in their domain. Task-oriented activities increase confidence enabling them to express orally and literally in an international environment, such as conferences or international courtrooms. They also should be able to deal with legal texts for example treaties, directives, regulations or other types of legal documents. These activities should be doubled by traditional methods to create the very foundation and vocabulary for further language development. This part covering legal terminology and documents consists of complementary tasks and self-study projects. Most of the learners are not familiarized with the legal system of English spoken countries so any course in legal English should start with introductory academic texts on the history of the English law and the differences between a codified system as it is known in Europe, including Ukraine, and Common Law in English speaking countries. Producing speeches and writing compositions require an extraordinary control of the language which combines written and linguistic skills with the ability to formulate and develop idea using specialized terminology.

The aim of the language learning activities is to enable learners to meet the requirements of professional training and real-life activities. English, as any other language, has the great amount of vocabulary which learners need to acquire, because, otherwise, it is quite difficult for them to use English for reading, writing, listening and speaking in professional environment.

Lawyers knowing a foreign language are a real asset for a company with international ties as they can read, study, translate and draft company's contracts and other papers with the company's best interests in mind, and keep the company's secrets, which is problematic when a temporary translator is employed for every necessary occasion. Knowing a language is not only a chance of securing a great job after graduation, students can also participate in international programs, exchange and professional communication events, listen to lectures from other universities around the world. All this can boost their professionalism and skills.

If students have got enough self-motivation, they can brush up their language skills in their spare time. There are plenty of free online resources available, and they could even travel in their holidays to practice conversation skills. But when the term gets busy, hobbies drop further down the priority list.

It would be advisable for our universities preparing future lawyers to allow undergraduates to study optional, foreign language courses as part of their main degree. University is the perfect time to learn a language. Most students have fairly flexible schedules, and universities can offer plenty of support.

Learning a language not only develops the linguistic skills associated with the discipline and profession, but a whole range of other abilities which employers rate very highly. It also involves assignments based on teamwork as well as individual work aimed to produce the results of an independent research. That combination of working with peers from different backgrounds, whilst showing initiative, is a significant asset in the current job market. In addition, language learners often show excellent analytical skills, abilities to participate in the discussions on complex issues in the course of their studies, explain and argue their position. Working with the authentic materials in English involves the analysis of topics related to cultural awareness, business, politics, ethics and economics.

The content knowledge in the field of law is the primary requirement for legal schools graduates. A person has to remain employable throughout his or her career. There is a necessity to update the professional knowledge according to the ongoing changes and advancements which can be found on the Internet and in English.

One of the practical aims of learning English for Law University students is to develop their general and professionally-oriented language competences to enable them to communicate efficiently in their academic and professional environment. Focus should be put on training them for academic and professional networking in our country and abroad, using English as a means of communication to participate in international studies and events, legal projects, work with legal documents of international courts and organizations in English. Teaching of foreign languages as a separate subjects in the curriculum is still important for language skills development but gradual integration of professional subjects and foreign languages is becoming called for when the learning needs of law students and requirements for the teaching process have been changing,

setting challenging tasks in terms of students' greater mobility, more effective communication, better access to information and deeper mutual understanding.

The platform for an innovative methodological approach of broader scope than language teaching that meets the modern requirements of students is Content and Language Integrated Learning (CLIL). At present, CLIL-type approaches are adopted in the European higher education in the fields of law, business, economics, engineering, medicine and humanities. Predominantly they appear at MA level, often as degree programs which are either fully delivered in a foreign/target language (most frequently English) or contain extensive modules delivered in the target language. At BA and postgraduate levels, students may take 'content' modules or individual lectures in a foreign language. Language support is delivered both as direct contact teaching and using blended approaches with e-learning methodology / distance-learning.

"CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joined role. It is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content" [5].

The central idea of the method is development of proficiency in both the professional subject and the language in which it is taught, attaching the same importance to each and achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language. This implies a more integrated approach to both teaching and learning, requiring that teachers should devote special thought not just of how languages should be taught, but to the educational process in general. CLIL is fundamentally based on methodological principles established by research on "language immersion". This kind of approach has been identified as very important by the European Commission because, "It can provide effective opportunities for students to use their new language skills now, rather than learn them now for use later. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings" [4].

The correlation of language and specialized vocational training in the frames of CLIL in a non-linguistic higher educational institution proves that the quality of language education depends on the quality of vocational education. The professional education of lawyers-to-be can be positively influenced by the development of the language and communicative competences [8].

For this purpose definite tasks and assignments involving the development of both foreign language skills and specialized vocational skills should be designed and realized in teaching practice. Students can work with the authentic materials in English on legal systems, introductory information concerning different fields of law, laws and documents of international organization, mass media information regarding legal issues.

Discussing some issues of different laws and legislations in a foreign language lawyers-to-be improve their knowledge, skills and know-how of their profession. They develop not only their foreign language speaking skills but message conveying, purposeful communication of the interpersonal and professional character on a definite specialized topic, as well as reporting information of the professional character, presenting a report or research data, expanding statements during discussion and debates, make presentations. in a monologue mode.

To succeed in professionally oriented activities in foreign language students should learn and practice how to use structures, grammar forms (including those typical of legal English), word formation rules, special terminology, speech registers according to communicative situations; build the coherent utterance to express the thoughts in the course of communication; have sociocultural awareness that make the learners familiar with appropriate ways of communication and with the communicative culture of other countries, their communicative traditions and customs, develop inter-cultural competences.

Legal professionals are supposed to be able to speak publicly, persuade, give advice, comment, analyze, generalize, debate in both native and foreign languages. While developing those skills in English students can improve their professional communicative competences in mother tongue too. Different of tasks and assignments in professional environment should be used for training such skills. The integration of the specialized content into language learning means that all components of the content should be connected with the students' profession and all speech activities should touch upon professional matters.

The language skills training in the frames of CLIL approach is effective if: the learners are aware of the goal and tasks of the activity; they know the general and specific areas of the work; exercising the communicative speaking assignment the learners can choose such level of linguistic means complexity that correlates with their language abilities; an instructor does not supervise the speaking activity but participates in it on equal terms; all assignments developing speaking skills are of great professional significance to the learners [4].

As CLIL requires new kinds of collaboration between subject specialists and language specialists it is important to acknowledge that new kinds of practices are also required and that interdisciplinary meanings have to be negotiated for the role of language in knowledge construction and sharing. In principle, the language learning outcomes in CLIL are considered from a functional and communicative viewpoint, which is in line with the descriptors of the Common European Framework of Reference for Languages (CEF). This implies interactive pedagogical approaches and carefully designed learning tasks, as well as institutional support systems for both students and teachers [8].

The content and language integrated learning (CLIL) approach is effective in teaching foreign languages and developing professional skills of the students at non-linguistic higher educational institutions, it diversifies teaching tools and

forms of classroom activities, increases learners' motivation and consequently enhances the level of foreign language and professional skills development.

Using computers, mobile phones and the Internet for language learning is complex, dynamic and quickly changing. Technology adds dimensions to the already multifaceted domain of second and foreign language learning, requiring new knowledge and skills for those who wish to incorporate it into their professional practice or understand its impact on the language teacher and learner. The technology changes so rapidly that knowledge and skills must be constantly renewed to stay apace of the field.

Though modern devices, the Internet and social networking may initially appear to be a distraction to the learning process, with some creativity from a teacher they can become great tools that motivate, engage and entertain students, increase their involvement while educating them, requiring them to use the mixture of four skills: listening, reading, writing and speaking.

Motivation is always a key issue in the field of education. One supportive and potentially motivating outcome of the Internet use is that students begin to realize that not only is the world connected together through the use of this technology, but as the majority of information on the Internet is in English, they begin to appreciate in more concrete terms the usefulness of acquiring language skills. Thus, English is taken to a new level and considered a means of real communication. Technically assisted learning offers a more practical language experience, providing students with functional communicative activities that serve the learners needs as well as motivate them to use English in their daily lives.

The Internet made possible communication with native speakers and allows learners to practice specific skills such as negotiating, persuading, clarifying meaning, requesting information, and engaging in true-life, authentic discussion. Additionally, the Internet gives the opportunity to construct knowledge together by expressing themselves in print and then assessing, evaluating, comparing, and reflecting on their own views and those of others. It is also a useful medium for teaching culture, learning about the target culture and cross-cultural communication [3].

Students have almost unlimited access to professional information in the context of second or foreign language learning. The Internet can serve as a platform for experiencing and presenting creative works such as essays, poetry and stories and for providing supplemental language activities in specific areas of language learning. It helps students to improve their computer and searching skills, technical and conceptual experiences. The activities involving on-line search can improve the quality of language: learners have a great variety of speech discourse and use more complex language. The Internet changes the interaction between learners and teachers: there is less teacher and more learner talk in computer classes. Furthermore, it changes teacher and students' roles and makes learning more student-centered.

One of the major skills that are required for successful employment and through life, and especially at university, is researching a topic that is relatively

unknown. The Internet is a great place to look and obtain background information and formulate a picture of the background of a topic that is relatively unknown to a student. Students mastering law can be assigned with some problematic or controversial topics, such as ‘legal aspects of euthanasia’, ‘legal writing vs. legalese’ and given the task to find the necessary information and prove their point of view or position, explain some of the similarities and differences. The Internet has shaped the global lexicon with new words such as ‘blog’, ‘wiki’, and ‘podcast’, along with generic trademarks such as ‘google’. It has changed the way many people find and share information. The activities based on information from the Internet provide students with the ability to practice a number of skills that is involved in the research process, while at the same time giving them useful reading and speaking practice. To create an interactive element to the exercise, students can form pairs or groups in order to discuss the information that they come across, and then present their findings to the rest of the group. Students can be also provided with worksheets containing a series of professionally oriented questions for research and finding the answers. They can work individually or in groups in a race to see who can successfully navigate the Internet to find the answers to the questions.

Presentation of information in a variety of forms other than essays is becoming more and more widespread. Dossiers are a common form of presentation styles of assignments at universities throughout the world. Students can be asked to find out information about political systems, international organizations, legal aspects of environmental issues and current news items, and present the information in the form of a dossier. Rather than focus on the structures of writing, a dossier looks at the student’s ability to research information, focusing on the ability to summarize and dissect a large amount of information.

Students should know what is happening in the outside world, and one of the best ways for them to practice their English and find out what most important events are taking place is to make use of the Internet and take a deeper look at the news happening around the world. Students can read newspapers or watch news on-line and bring the items of news in class for the discussion with the rest of the class, adding their own opinions and possible solutions to the situation. This activity can potentially turn into a classroom discussion or debate, and gives the students control over the material used in class.

The content of the news programs used in class is important and should depend primarily on students’ interests and background knowledge. They feel more comfortable listening to content that is familiar and that they can make predictions about. In linguistic terms, they need to have some background knowledge to help them comprehend the information presented. Because of this, it is worthwhile asking students about their interests, or giving them a choice of which reports they would like to work with since this is a way of having them predict report content and activate vocabulary before they watch, as well as giving them some responsibility over course content. Negotiating the content of the class

in this way will ensure that interest is piqued by the time you actually present the class with the report and will ensure that the content of the class is more relevant to the learners. Given the choice, students are more likely to choose something that they find very interesting, or already know something about rather than something that is completely alien.

News reports and programming from broadcasters can be used in the ESP classroom as they are easy to find, manageable, timely and interesting. Because news is constantly changing and goes out of date quite quickly, it is more useful for teachers to learn techniques and activities to use with a wide variety of reports rather than making labor intensive worksheets which may be unusable next time around. Teaching students how to deal with the barrage of information presented in news reports through vocabulary activation, prediction, confirmation, note-taking and a combination of top-down and bottom-up exercises can help to increase students confidence in their ability to understand news and may even stimulate them to access this huge resource by themselves.

The Internet can be used to offer advice, facilitate analysis, or conduct activities. Numerous sites offer lessons on English language usage, which provide short lessons on specific points given by a lively and charismatic expert, are advice-giving resources that teachers and learners might exploit in the classroom or at home for students working by themselves. The collections of authentic language samples, typically limited to a particular type, such as academic speech, literature and media can be used for analysis [3].

Using the Internet resources can contribute to learning efficiency: learners are able to pick up language knowledge or skills faster or with less effort; to the access to materials or experience interactions that would otherwise be difficult or impossible to get or do; convenience: learners can study and practice with equal effectiveness across a wider range of times and places; motivation: learners enjoy the language learning process more and thus engage more fully.

There are no walls in modern classrooms for active learners as they are flooded with information from all possible sources. How can young people cope with all the information and use it for their development? One of the tasks for the professionals in the sphere of education is to arm students with the skills necessary for working with information honestly avoiding plagiarism and demonstrating academic integrity. These skills will be vital in the Law University graduates professional life.

The International Center for Academic Integrity of Clemson University defines academic integrity as a commitment, even in the face of adversity, to six fundamental values: **honesty, trust, fairness, respect, responsibility, and courage**. Every value is supported with a series of original quotes and thoughts. One of the quotes belonging to Aristotle, “The least initial deviation from the truth is multiplied later a thousand fold” especially concerns students studying law who in future have to take the oath or keep professional secrets. Their lack of academic integrity can lead to absence of professional integrity and damage of their professional reputation and employability [9].

Michelle Evans mentions the concerns of the university staff about recording of academic integrity breaches by students and how the disclosure of the breaches should be handled. Students should be given the opportunity to develop their future professional integrity by applying academic integrity in their legal studies and get ready for career success [6].

There are anti-plagiarism programs which support the ‘catch and punish’ attitude to cheating and plagiarism in academic environment but before using sanctions teachers should work on developing students’ skills of working with information avoiding plagiarism. Young people should understand what plagiarism is and what its negative consequences for their own knowledge and skills are. While working with the original sources of information at the English language lessons students can be introduced to the examples of plagiarism, and develop the understanding what plagiarism is and why it is wrong to steal information, they should get to the point where they can correctly identify most examples as “plagiarism” or “not plagiarism.” At the university level, students are expected to use or learn how to use a formal citation style, build references lists, and add the comments on the authors to their texts. The next step is to have students to practice putting the information they learn from texts into their own words paraphrasing and summarizing the information. They have to understand how to disconnect from the original text but keep the main facts comparing the results of the activity. Looking at how other people summarized the same idea will help them see the range of possibilities. Those skills will be assets for the future lawyers careers.

The task of teachers is to create the academic environment encouraging students to use the available information for their personal and professional development honestly and with integrity. As Don McCabe says addressing cultural nuances of academic integrity, “When implementing strategies to promote academic integrity, you can’t impose honesty on students. You have to be willing to sit, talk, and listen to them.”[7]

Learning English and developing confidence and skills with the use of the language presents graduates with an important range of career advantages. Employers seek people who have a strong command of the language, have communicative skills necessary for a lawyer and, in professional capacities, the demand for those who know and can use English is certain to continue and grow.

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2.30 TEACHING INTERPERSONAL COMMUNICATION IN DISTANCE LEARNING

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This study is devoted to the comparison of natural and virtual interpersonal communication. The spoken interaction online and off-line are compared with the purpose to find the ways of training future teachers' interpersonal communication online.

The educational system of Ukraine is under reformation now. There is a vital need to provide a fundamental teacher training for the New Ukrainian School. Such training should encourage a personality development in the process

of professional competence formation. There is a contradiction between the requests of Ukrainian society for foreign language teachers for the needs of the New Ukrainian School and the lack of such teachers nowadays.

The issue of teachers training should become a priority in the reform of education. It is the teacher, who cherishes the future of a society. One of the key tools of a foreign language teacher's work, taking into account the communicative approach, is oral communication. The main aim of teaching a foreign language is communication. The last is considered an interrelation of linguistic and paralinguistic (nonverbal) means. We should consider this fact while teaching a foreign language.

However, today only the verbal component of oral communication is purposefully taught, without taking into account its connection with the nonverbal component. At the same time, it is natural to train a future teacher of English in the usage of both components of communication. Future teachers of English should be able to communicate using nonverbal means inherent in the culture of the country whose language is being studied (facial expressions, gestures, proximity); create appropriate educational and speech situations to demonstrate the rules of speech and non-speech etiquette; analyse the speech and non-speech behaviour of students. There is a contradiction between the real process of oral communication and the model that is used in the process of teaching a foreign language. That is, there is a problem of teaching future teachers of English to use paralinguistic means in spoken interaction in English.

At the same time, humanity has experienced crucial changes in the information era. Almost all spheres of our endeavours have undergone fundamental modifications. Even communication, the vital part of a human life, is often not in person but online. Taking into account that communication is an integral part of playing, learning, and working processes, we should admit that the success of the above-mentioned activities depends on the quality of interpersonal interactions.

Due to the challenges of nowadays life, the process of education has entered the distance system. Let us analyse the difference between communication in person and online formulating the guiding principles to overcome challenges of teaching interpersonal communication in distance learning.

Interpersonal communication involves interaction of two or more persons. It is realised within two channels: verbal and nonverbal. Nonverbal channel is often impossible or difficult to maintain online. Moreover, the experience of communication off-line, in person plays a crucial part in the effectiveness of interpersonal communication. However, it should be taken into account that generation Z lacks such experience.

The modern information society is represented by a new, so-called generation Z with characteristics distinguishing it from the representatives of other generations. Primarily by the fact that Z has no experience of living in a society without the Internet. This generation lives in huge flows of information, having

less experience of direct interpersonal interaction. However, it is the interaction that could help to realise the mission of the generation.

Meanwhile, education involves direct interpersonal interaction between a teacher and a student. Globally, the task of a future teacher is to promote the harmonious development of the student's personality. Only a personality can inspire and encourage another personality to develop. It could be reached through interpersonal interrelation.

The training of a future teacher is a strategic task of a society, because it is the teacher, who forms and develops skills, and educates future members of a society. Those members of a society will develop the civilization.

Observing the process of spoken interaction, we can identify the means used by people for mutual understanding. In order to establish communication, first, we use eye contact. If it takes place, the initiator of a conversation usually uses facial expressions in order to maintain and continue the interaction. In the case of a positive facial expression, as a rule, the initiator of a conversation approaches the interlocutor closer. He or she chooses an acceptable distance for communication (proximity) taking into account the unwritten rules of a certain culture whose representative he or she speaks to. In addition, the initiator of the communication can take into account the reaction of the interlocutor: if he or she steps backwards, it means that the initiator has come too close.

When a person gets closer, to emphasize the immediacy of the conversation, a certain touch is used: a handshake or another (tactile) and at the same time, the conversation begins. After that, in order to ensure interaction during communication, the interlocutors choose an acceptable position for communication: either facing each other, or side-by-side (proximity). Then the conversation continues and gestures (kinesics) are used, which correspond to the purpose of the conversation. It is known that nonverbal part of communication takes up to 80% of spoken interaction in person, off-line.

There is a need to determine exactly what types of paralinguistic means should be taught to use in oral communication in English, show their place and functions in oral communication.

It seems inappropriate to transfer all paralinguistic means to the educational process mechanically. After paralinguistic means observation in their natural environment in spoken interaction off-line, we can identify the means used by people for mutual understanding.

Guided by the principles of communicative significance and professional orientation, we have identified paralinguistic means, distinguished their types and functions, which are advisable to familiarize students with in the process of teaching oral foreign language communication. So, the paralinguistic means that are advisable to teach while spoken interaction in English, according to the principle of communicative significance, include: eye contact, facial expression, distance (proximity), touch (haptics), position, gestures (kinesics). The above-mentioned paralinguistic means are the most communicatively loaded.

Let us analyse the process of interpersonal interrelation in online communication.

Due to online communication, the process of interpersonal interrelation has undergone a number of changes. It lacks nonverbal part of communication. One of the leading components of nonverbal interaction is eye contact. Either the speaker looks into the camera so that the listener could feel the eye contact from the speaker, or the speaker looks at the screen. Overall, there is no eye contact in online communication. The only way out so far is to look into the camera while speaking, keeping in mind the interlocutor and look at the screen while listening. The skills of maintaining eye contact online needs a lot of practice, but it can help at least to approach the communication in real life.

The next part of nonverbal communication people take into account while interaction is facial expression. Due to the pandemic and masks wearing, people have no opportunities to “read” and demonstrate facial expressions. That is why interaction in person becomes challenging. The brain is trying to restore the missing part of the facial expression, covered by a mask. It takes time and many efforts to guess whether the interlocutor approves the speakers’ message or not. To assure him or herself that the interlocutor understands the message in a correct way, the speaker needs to use a verbal channel and ask for repetition or explanation. Particularly it is challenging in western culture where one needs to see a smiling face of an interlocutor.

It seems that there are no difficulties in reading and usage of facial expressions online because people do not normally wear masks in front of the screens. Nevertheless, unconsciously people understand that online interaction is not real and sometimes they “forget” to use facial expressions, being sure that a verbal message is more important. However, it is not true. Again, an interlocutor is forced to ask for repetition or explanation. Moreover, it is difficult to read facial expressions from a screen and maintain eye contact at the same time. In such a case, we have constant up and down movements of our eyes, which does not lead to effective communication. Therefore, the conclusion is that the skills of facial expressions perception and usage online needs a lot of practice to approach natural communication.

Additionally, technical issues have the impact on the result of online communication as well. Technical illuminations of the devices used for online communication, stable internet connection, good sound influence the process of reading facial expressions, maintaining eye contact, other verbal, nonverbal means and interpersonal interrelation in general.

The next component of nonverbal communication is proximity. Normally, in the process of communication in person, in the case of a positive facial expression perception the initiator of the conversation approaches the interlocutor, choosing a suitable distance for communication. Under the pandemic circumstances, people use extended distance during communication. In natural communication in person, the extended distance influences the effectiveness of interaction especially in Eastern contact cultures where people tend to stand close

to each other and longer distance is perceived as the unwillingness to communicate.

It is impossible to use proximity in online communication. Moreover, after experiencing online communication for a certain period, people feel awkward trying to choose a suitable distance during interaction in person. It seems they forgot how to do that and need more time to restore the skills.

We can improve interpersonal communication online trying to adjust the laws of proximity to online conditions. For example, the leaned forward body to the camera could help. It can partially demonstrate the interest in the interaction. Another law of the proximity says that it is more effective for the interlocutors to use “side-by-side” postures while communicating in person. However, it does not work online. We have the opposite effect of the “side-by-side” body posture. When the interlocutors turn their bodies left or right to the camera (to imitate “side-by-side” posture) it seems that the interlocutor would like to end the communication and go away. It happens because unlike the communication in person, “side-by-side” posture during online conversation is perceived as unwillingness to communicate. Therefore, again, we need to practise our skills of using postures in communication online to make it closer to direct communication.

The next part of nonverbal communication, which naturally comes immediately after or simultaneously with proximity, is tactile.

When a person gets closer to an interlocutor, to emphasize the immediacy of the conversation, a certain touch is used: a handshake or another (tactile) and at the same time, the conversation begins. After that, in order to ensure interaction during communication, the interlocutors choose an acceptable position for communication: either facing each other, or “side-by-side” (proximity). Then the conversation continues, during which gestures (kinesics) are used that match the purpose of the conversation. Paralinguistic means go in conjunction with the corresponding linguistic ones.

It is impossible to use tactile nonverbal means of communication on-line so far. That means that another important part of communication is lost in on-line interaction. This gap is crucial for contact cultures. It is difficult to substitute tactile means of nonverbal communication online, but at least we can use gestures to approach natural communication.

Since communicative competence is the ability of students to organize their speech and non-speech behaviour adequately to communication tasks and the ability is impossible without appropriate knowledge, skills, we began to solve the task of paralinguistic means usage with familiarization, that is, with the formation of concepts about them. We suggest starting with classification of nonverbal means.

There are various classifications of gestures types, which reflect in detail the structure and functions of them. However, these classifications, in accordance with the principle of communicative value, can be narrowed down to the following main types: emblems, illustrators, regulators. In our research, taking them as a basis, we distinguish three types of gestures: emblems (symbolic), illustrators

(with a subspecies – rhythmic gestures) and regulators. This classification is determined by the principles of communicative significance and professional orientation.

Taking into account those types of gestures, we assume that they are integral components of one of the main activities of a foreign language teacher – communication. Thus, emblems include paralinguistic means that have a symbolic meaning and can be used without linguistic support, without losing their communicative message. For example, the crossed index and middle fingers of both hands in English culture mean (without linguistic accompaniment) the hope of success or protection. Illustrators accompany the speech, giving it emotional colouring and expressiveness. A subspecies of illustrators are paralinguistic means that reflect the rhythm of speech, mark semantic milestones in a discourse, and place accents in speech. For example, rhythmic hand gestures highlight the main ideas of a message. The usage of such paralinguistic means is professionally important for a teacher. Regulators provide feedback in teacher-student communication. A teacher demonstrates his or her attention and understanding to a student through eye contact, head nods, encouraging gestures, and touches, as a result supporting interaction. Therefore, organising interpersonal communication online, teachers should take into account the necessity of gestures usage in spoken interaction, practise their usage and teach students to use paralinguistic means in spoken interaction.

The question of how to prepare a future teacher for training to use paralinguistic means in oral communication in English remains open. As well as the issue about the tools of training.

To choose appropriate training tools it is logical to take into account the nature of paralinguistic means. Since paralinguistic means are directly related to the visual channel of perception, most of them can be perceived only in motion. Thus in educational materials, they should be displayed visually and in dynamics. A video allows doing that.

Therefore, a video is a material for acquainting students with paralinguistic means of oral communication. An audio reproduces a speech, but a video reproduces a person within the unity of verbal and nonverbal components of communication. An authentic video reproduces a native speaker with specific nonverbal means. With the help of a video, the process of interpersonal communication is revealed in the relationship between its linguistic and paralinguistic components.

Students can also be suggested to analyse authentic video materials to pick out paralinguistic means for usage and paralinguistic means for recognition and understanding.

Consequently, videos should be used in teaching interpersonal interrelation, though it cannot substitute the natural process of communication. It can serve as a demonstration of natural communication.

We believe that the target of learning is not paralinguistic means themselves but their functions in communication. That is why the main task is not learning

kinds of paralinguistic means but the realisation of their functions in spoken interaction.

We suggest referring to contrastive linguistics to define what kinds of paralinguistic means students need to learn at the receptive level and what kinds of at the productive level. The aim of contrastive linguistics is to study the most vital contrasts in languages and develop recommendations on how to overcome the differences in cross-cultural communication. Therefore, the similarities and differences between native and foreign paralinguistic means will be the factors of choosing these means for both receptive and productive learning.

Verbal communication is the subject matter of linguistics. It is linguistics that supplies methodology with the material to teach. Nonverbal component of communication is the subject matter of paralinguistics and it should also give methodology the corresponding teaching material. The aim of paralinguistics is to study the correlation between phonetic, lexis, grammar structure of verbal messages and nonverbal means. Thus, paralinguistic means of communication in native and foreign languages should be compared in the unity of verbal and nonverbal contexts.

Therefore, paralinguistics and contrastive linguistics data form the theoretical background of teaching paralinguistic means of communication in English. To organise the process we need the classification of paralinguistic means, their functions and differences between them in Ukrainian and English communication.

Students can reflect the results of authentic videos analysis in the tables: “Paralinguistic Means Functions for Usage” and “Paralinguistic Means Functions for Understanding”. With the help of the tables students can raise their awareness of the function of each paralinguistic item, possible or obligatory verbal accompaniment, verbal description of paralinguistic means and types of paralinguistic means methodological typology.

We have distinguished the following types of paralinguistic means methodological typology:

1. Paralinguistic means that have obligatory verbal accompaniment.
2. Paralinguistic means that are understandable without obligatory verbal accompaniment.
3. Paralinguistic means that are relevant in the teaching process.
4. Complex paralinguistic means.
5. Paralinguistic means specific to British / American culture.
6. Universal paralinguistic means.
7. Multi functional paralinguistic means.

The selection of types of paralinguistic means will help to organise effective teaching of interpersonal communication off-line and online.

Therefore, to train future teachers of English to use paralinguistics in interpersonal communication we recommend teachers to:

1. Get students acquainted with the aim of learning foreign languages.

2. Get students acquainted with the components of communication and their functions.
3. Get students acquainted with the objectives of schools and university syllabuses in the field of teaching paralinguistics.
4. Get students acquainted with paralinguistic means, their kinds and types.
5. Teach students to perceive different kinds and types of paralinguistics in interpersonal communication.
6. Teach students to use different kinds and types of paralinguistics in interpersonal communication.
7. Assess students' nonverbal competence.

Teaching paralinguistics could be arranged during the first year of study within the Practical English Course.

Due to distance education, the question of teaching interpersonal communication has become one of the topical issues. To approach online interpersonal communication to off-line one, we need to bring nonverbal component of communication online. We also should take into account the following facts:

1. Nonverbal communication provides much of the information in communication; it forms the bulk of the process.
2. Like animals, we signal to each other. Some of the signals may be innate, meaning the same to anybody, but most signals are learned; they have different meanings in different cultures.
3. Nonverbal is strongly related to verbal. Nonverbal messages substitute, contradict, emphasise or regulate verbal ones.
4. Nonverbal messages are regarded as more reliable than verbal ones. When verbal and nonverbal messages contradict, we tend to believe nonverbal ones, because it is more difficult to fake.
5. A person can not but communicate nonverbally. The very attempt to mask one's intention to communicate, communicates something.
6. Not all kinds of nonverbal communication could be used online; this fact influences the result of communication.
7. Nonverbal messages are multi channeled. All the messages are accepted simultaneously and it is sometimes difficult to cope with all of them at a time.

Teaching interpersonal communication in distance learning is a demand of the information society. To bring interpersonal communication online closer to off-line, it should comprise both components of spoken interaction: verbal and nonverbal ones. It is necessary for future teachers to develop interpersonal communication competence to fulfil the tasks of distance learning.

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2.31 CASE METHOD AS A MOTIVATING FACTOR FOR STUDENTS' ACADEMIC PROGRESS AT DISTANT EDUCATION

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Problem statement. In the modern world of rapid and inevitable technical progress aimed at making people's existence on the earth more and more comfortable and their communication more and more convenient an evident necessity to learn foreign languages arises in the life of almost everyone irrespective of his/her sphere of work or activity. Even under quarantine restrictions, business, science, culture, social life and other spheres have not been undergoing a sharp intensity decline. It means, professionals are continuing to communicate with each other, and as far as we know the language of international communication is English, this fact grounds its growing popularity and demand in highly qualified teachers and new approaches for teaching, in particular, with the help of digital devices and information technologies giving an opportunity to carry out the processes of learning and teaching distantly. It is essential to note a growing part of individual and distant study in the academic process. Therefore a logical priority is given to motivation among other conditions of succeeding in mastering a foreign language, for example, the English language. This, in turn, causes a need to strengthen and support students' motivation to obtain knowledge even under conditions of the quarantine and distant training.

At the same time, a fast pace of life and a great amount of information to be processed and assimilated limits students' time that they can spend on learning a foreign language, in particular, with the purpose of the future professional communication. This factor is the key one for an increase in demand exactly for distant learning of a language, and more and more language teachers are connecting their further professional activity exactly with the distant education. Consequently, modernization of the education system in Ukraine should be carried out, first of all, in this direction, at least, on the current stage.

A timely character of the problem consists in the fact that one of the main reasons for priority of developing the distant education system is an urgent necessity to preserve and increase competitiveness of Ukraine at the market of educational services, including the study of foreign languages. In many countries of the world, both western and eastern ones, developed and those being on the way of economic development, on all the continents, the distant education is applied to a certain degree as a very convenient form of knowledge acquisition. Therefore,

unless Ukraine joins the global processes of changes in the educational field and positions itself as an integral part of the world system of education, it will face a serious risk of a substantial outflow of students from Ukrainian educational establishments to foreign ones (universities, colleges, schools, courses, etc.), which widely implement distant education being more flexible, convenient and up-to-date in its form.

Reduction in the number of students will inevitably affect the quantity of working places for teachers and university professors: this will result in unemployment rise and deterioration of the living standards of the educational sphere employees, as well as isolation of Ukrainian specialists from the world science and business community, where, as it was stated above, the language of international communication is English. On the contrary, by active implementation of distant education methods in the study of foreign languages, we can remain competitive at the world market of educational services and cover not only national consumers of these services but also increase the percentage of international students who intend to receive a higher education degree in Ukraine, or just be taught foreign languages by Ukrainian teachers that are highly qualified specialists and, at the same time, whose services are less costly than tuitions of teachers from abroad, for example, from the USA, Canada, the UK, Germany, France, Spain and some other countries.

Analysis of the latest investigations and publications. Some prominent experts in psychology of language learning motivation speak about instrumental and integrative motivation, but the most commonly recognized and used terms for defining the types of motivation are intrinsic and extrinsic motivation.

R. C. Gardner and W. E. Lambert distinguish “instrumental motivation”, which means a learner has a functional purpose, such as getting a better-paid job, passing an examination, meeting other educational requirements, receiving a promotion at work which involves business trips to other countries, using a foreign language on holiday abroad, reading useful material in the target language or getting familiar with the foreign culture, etc. and “integrative motivation”, which takes place when a learner’s wish is to identify him/herself with the culture of people who represent the studied language native speakers.

Some experts, such as H. Douglas Brown and Graham allocate assimilative motivation as a subtype of integrative motivation. Graham made a distinction between integrative and assimilative motivation. He considers integrative motivation as an intention to learn a foreign language in order to communicate with native speakers and explore their culture and mentality. According to Brown and Graham, assimilative motivation is an incentive to become an integral indistinguishable part of the language community, and what is especially remarkable, it usually requires long-lasting emersion into the foreign language environment. Assimilative motivation is typical of people who learn a foreign language and explore its application culture in order to identify themselves almost completely with that foreign culture. Thus, a conclusion can be made that a person

with integrative motivation may have no desire to get entirely integrated into the culture of a foreign language [3, p. 2].

Another principle of considering the types of motivation was suggested by Edward Deci in his book "Intrinsic and Extrinsic Motivation". Intrinsic motivation is not connected with obtaining an obvious reward in the form of different bonuses, such as a pay rise or passing an exam. The success in the performed activity and the feeling of content and satisfaction in the learning process are motivating factors in such cases. Intrinsically motivated people show behaviour aimed at causing internally rewarding consequences, for example, realizing their high competence and self-determination [3, p. 2]. Extrinsic motivation is determined as anticipation of a certain outside reward and positive reaction to a successfully performed activity.

Speaking about the latest research in the case method application in the process of distant training, it should be noted that the system of distant education in Ukraine is currently on the stage of active implementation. Its importance and prospective are proven by the growing number of scientific and methodological works devoted to the issues of distant teaching foreign languages in national educational establishments, as well as to the application of the case method in the academic process. However, it has appeared to be impossible so far to find relevant scientific works on the problems of the case method application in the distant teaching of foreign languages during the professional preparation of future specialists in various spheres of human activity. This fact confirms the need for research in the given field.

Parts of the general problem which are to be studied. It should be emphasized that despite the availability of a wide variety of distant courses of foreign languages, in particular, for professional communication, the issues remain unsolved which consist in creating such educational resources that would help specialists, current and future ones, not only master a foreign language, namely, study vocabulary, grammar, acquire reading, writing and listening skills, practise pronunciation and listening comprehension, but also learn to discuss and solve problems, which may arise in the working environment, in the foreign language conventionally spoken by the staff.

Most often, problem solution is impossible without discussion with colleagues in the working group, with the management or subordinates. Hence, the process of learning a language should include interactive elements, i.e. in a class, the teacher should model situations close to real ones, in which students are to familiarize with the case, study the problem, discuss it, offer possible solutions and take a final decision.

Taking into consideration all mentioned above, it may be concluded that one of the best interactive methods for achieving the aim, which lies in parallel mastering the language and preparing for the professional work, is a case method.

The purpose of the given work is to analyze practicability of applying the case method at distant teaching of a foreign language as a motivating factor, as the use of interactive teaching methods in distant education cannot always guarantee a

higher degree of motivation in comparison to offline classes at an educational establishment. Furthermore, a possibility to arrange an efficient discussion on the suggested topic, which requires everyone's active involvement in the decision-making process, is dubious, too.

Statement of the main material. At the current stage of technological advance and rapid development of science with a more substantial emphasis on information technologies and digitalization than on humanitarian aspects of higher education, the society often witnesses to a lack of maturity, communication skills, being able to bear responsibility for their own actions and awareness of its influence on other team members at work among higher school graduates who join labour force.

In the course of global political and economic challenges being faced by the modern world at the beginning of the 21st century there is observed such a frustrating phenomenon that a large number of higher school graduates are not prepared psychologically for their professional and social activity under conditions of global market economy and strengthening of international cooperation in the field of business and technology. The cause of this situation is significant deformation of the humanitarian function of education and loss of social interaction and interrelations in the main communication environment of students – their educational institutions including interaction with groupmates, teaching staff and higher school officials within the framework of the academic process.

The solution to the problem mentioned above consists in proper organization of students' academic activity. Requirements of the society encourage reforms in students' professional preparation, whose qualification and moral properties have a crucial impact on prosperity of the state and its citizens in the future. A set of higher school goals should include preparation not only for applying the obtained theoretical and practical knowledge in the work surrounding but also for creating innovative products and supporting moral values. Higher schools should largely contribute to forming creative and critical thinking skills of students during their academic process. Educational activity which results in the intellectual and moral development is a healthy environment for the student's personality growth.

Due to the changes in the education system, being implemented nowadays, the dominant position of the requirements and needs of the society has been replaced by the emphasis on forming an independent and a creative person with entrepreneurial skills and having knowledge to be successfully involved in scientific and productive activities. It is evident that such a professional has an active life position, a broad outlook, a set of values and skills of effective communication not only within his/her culture but also with representatives of other cultures irrespective of his/her field of work.

According to the modern concept of personality development in the process of study, the main objective of the higher education system should be not professional preparation of a specialist in terms of acquired knowledge and skills

in his/her subject matter, but formation of a personality being able to carry out self-development and make decisions in the their professional sphere either individually or in a group quickly and efficiently. This objective can be reached by organizing such educational activities that are not reduced to the process of acquisition of particular subject contents but is aimed at strengthening interdisciplinary connections between foreign languages and subjects on their specialty [1, p. 153].

Taking into account the fact that modern specialists in the fields of science, economy, technology, etc. have to understand not only the language of their foreign partners but also culture, values and mentality of their country for better intercultural communication which will help come to an agreement on the issues being discussed when working on joint projects or fulfilling technical tasks under the contract, it is reasonable to change the syllabus of foreign languages so that language study is more adjusted for further extensive use in the professional life.

Study of the language will allow better orientation in intercultural communication situations due to knowing the rules of behavior with representatives of different countries, since any language learning process deals with a number of extralinguistic issues, such as customs and traditions of everyday life. In foreign language classes, students develop skills of search activity when they learn to work with information in a foreign language, in particular, look for necessary data, process and analyze them and make a relevant logical conclusion. By its essence, these skills are interdisciplinary ones and are important to carry out search for information on any subject matter. Thus, such skills are acquired that contribute to achieving knowledge integration which results in obtaining a more profound professional knowledge and forming the systematic thinking of future specialists in technology, economy and science.

Under conditions of rapidly developing scientific and technological progress a specialist should be able not only to apply the acquired knowledge and skills in typical work situations but also to use creative and critical thinking to use this knowledge for making new products and getting new knowledge, and thus, achieving the results of a new qualitative level.

One of the main competences of the future specialist is an ability to make decisions and work in a team when fulfilling tasks of a joint activity (current issues, negotiations, preparation for doing presentations of products, discussing aspects of design and manufacture of equipment, etc.) Work in a team includes separate individual's activities, as well as joint efforts of the team as a whole. Such a form of interaction is an efficient way of seeking optimal solutions which most participants are interested in because it enriches their personal experience, too. The most effective forms of training to gain this competence are activities which involve modelling of joint study situations.

In joint study situations students acquire experience of team work and coordination of their joint efforts, as well as a valuable experience nowadays which consists in being able to communicate and socially interact successfully with colleagues and partners.

However, not every student is able to make a step towards effective communication without hesitating and trying to stay aside, hoping that others will do an assignment of a certain case consideration and decision-making. Generally, students must have an increased interest in fulfilling a task and know how this will benefit them. In other words, students must be highly motivated.

Motivation for study can be generally defined as a set of factors which can increase students' purposefulness and interest in learning a foreign language. We must not forget that first of all, motivation is an efficient combination of a wish to reach a goal and efforts made to do this. The other factors which constitute motivation are intensive involvement in the process of achieving a goal and persistence in productive actions on the way to the aim. This fact predetermines a key role of a teacher whose responsibility is to create fruitful conditions and provide a proper methodological basis and its successful introduction to the learning process in order to support students' motivation.

In Ukraine, foreign language teachers work in the environment which is non-native for the language they teach, which poses certain problems in terms of its frequent regular practice. Thus, motivating students to study fulfils a number of functions in the academic process and their further integrating into the international society as working people. Here are several of them:

- fulfilling university requirements;
- increasing students' education level;
- improving critical and creative thinking skills;
- widening a range of job opportunities and salary potential;
- increasing global understanding in cross-cultural communication, etc.

A teacher is strongly recommended to put a focus on student's motives to be able to address them properly [1, p. 2].

The most typical and desirable extrinsic rewards strengthening a person's motivation are money, various prizes, grades, different kinds of appraising feedback, as well as the factors which can be characterized as beneficial too though expressed not in getting a reward but in avoiding punishment for a failed task, for example, avoidance of being excluded from a higher school, fined at work or deprived of a number of privileges [3, p. 3].

Under conditions of distant education during the period of certain restrictions such as imposed quarantine measures, when the main focus is often made on individual study, foreign language teachers face additional load in the form of reinforcing students' motivation to take an active part in the academic process. Computer technologies facilitate the process of acquiring knowledge during distant training and self-study, but even an easy and interesting learning process does require an increased degree of motivation in comparison to the academic process in classrooms under the teacher's direct supervision provided that the other parameters are the same (IT application, individual work on Internet sites, etc.) When choosing the most efficient approach for motivating students to learn a foreign language it seems to be reasonable to consider how the types of motivation discussed above are correlated. First of all, let us determine a set of

goals a higher school student can have. It should be noted here that a set of goals is also predetermined by the year of study, because for example, first year students and graduates may not have the same objectives.

Taking into account the process of language learning it is suggested to differentiate integrative and instrumental motivation, but practical experience shows that students may be influenced by both of them, though not to an equal degree. Instrumental motivation is apparently characteristic of all students as their main short-term goal is to fulfill an academic requirement. However teachers are recommended to appeal to long-term goals that can be achieved in the future, which is, for example, getting a job that is better paid in comparison to the ones not involving having developed skills of a language. At the same time, higher school students may combine two types of motivation while learning a foreign language. They may be instrumentally motivated to pass exams to continue study and in some cases to get a scholarship, but also they may like the language as part of the culture of a community and enjoy using it as a means of researching this culture and participating in it and becoming its part [2].

Extrinsic and instrumental motivations have similar roots and effects on a language learner, but they differ in certain ways. Extrinsic one focuses on outside factors as reasons for doing an activity, while instrumental motivation requires an external purpose of learning. Speaking about intrinsic and integrative motivations, it is possible to find crucial differences because intrinsic motivation deals with what makes someone feel good while integrative motivation is about receiving an opportunity to be a member in a language community [2]. As far as it is seen, combinations of different types of motivation may vary from a student to a student.

It should be emphasized that a teacher's role is to determine what motivates a student in the strongest way and attract her/his attention to exactly those factors which may become a purpose of study. Those methods of teaching should be applied which can encourage students to study to achieve their goals and can show and prove that reaching the goals is quite realistic provided that adequate efforts are made on a regular basis with a proper diligence.

One of such methods is application of a realistic case study and imitation of finding a rational solution to the problem offered for discussion.

First of all, it should be explained that a case is presented as the events, which really happened in a certain sphere of activity, and were described by the author to initiate a discussion in a foreign language among the members of the academic group and encourage the students to discuss and analyze the situation and, subsequently, to make a decision. The case method is aimed at making the academic process as close to the real practical activity of specialists as possible. The student who is getting ready for the case discussion has to study the facts, come to the conclusions on the basis of these facts, evaluate the alternative actions in the given situation and make a choice in favour of this or that plan of arrangements; and the main thing is that the student has to not only be ready to present his/her opinions, but also state them in the foreign language during the

discussion in the group, gain their point, and, if necessary, review the initial solution to the problem.

Thus, the case method evidently contributes to developing the ability of finding efficient solutions to problems and carrying out the analysis and diagnostics of the problems, at the same time communicating in the foreign language [1, p. 1].

Since the active work of everyone who studies according to this method depends on many factors, among which the main ones are quantitative and qualitative composition of the members, organizational structure of each subgroup, if there is such a division, its location and arrangement, general organization of the work with the case, organization of the result discussion and summing up, online application of the case method may encounter certain difficulties. However, taking into account the existing experience and methodological developments in teaching a foreign language, we can foresee potential difficulties in the process of applying the case method distantly in Ukrainian educational institutions and create a strategy for their avoidance and elimination.

As it has already been mentioned above, a crucial impulse for development was given to distant education with the creation of the world-wide information net, and nowadays it is the Internet that is the key condition of successful distant study, as well as provides a wide range of opportunities to implement interactive teaching methods, such as the case method, in distant courses.

Distant education is characterized by a number of features which condition its being prospective in the field of higher education. Firstly, it is a flexible schedule of the academic process, namely, absence of necessity to attend classes regularly and a possibility to study at a convenient time without spending it on the way to an educational establishment and back home and in a convenient place. Secondly, the format of distant education provides a possibility to combine study and professional activity or to receive an educational degree in several specialties. Thirdly, distant education allows covering a large audience, which involves simultaneous usage of a large number of sources by many students and giving a possibility to students to communicate with each other and with teachers with the help of video communication. The third feature is conditioned by applying information technology innovations in the academic process.

Internationality is also very important for the modern world; it shows itself in an opportunity to receive education abroad without leaving the native country, as well as in giving educational services to foreign citizens.

Moreover, a positive influence of students' and teachers' self-esteem should be emphasized, which consists in increasing their creative and intellectual potential, a teacher's new role being renewed and broadened, in high quality of the education received in the distant format, which proves to be not worse than the education received in the format of attending classes in an educational establishment, thanks to engagement of those teachers in developing the correspondent courses, who are eager to improve their qualification, increase their

professional level and ready to apply the most up-to-date methodological aids and materials. Finally, we should mention such an essential factor for the modern stage of the state development as being economical, this means it is less costly to train specialists by means of the effective usage of training facilities and technical means.

Concerning implementation of the case method in the distant education process, the following key factors can be distinguished:

- an opportunity to combine study with the professional activity;
- covering a large audience of students at a time, their simultaneous work with a great number of sources and a possibility to communicate by means of video communication;

- internationality that allows involving foreign students in the discussion and thus, learning the peculiarities of the culture, customs and traditions in different countries, which are reflection of mentality and has a significant influence on the direction of the analysis and consideration of the case proposed. In addition, involvement of foreigners will make it possible to become able to adjust to various accents of the English language. Thus, it is evident that international audience in classes will enable students to understand foreign colleagues better and solve professional problems together with them in the future working environment much more efficiently.

- a positive influence on the self-esteem of the educational process members, since a high self-esteem is a key to active participation in discussing the proposed cases; and from the teacher's side, a key to inspiration for creating interest-evoking and useful cases and highly professional energetic conduct of a class and strong intention to improve pedagogical skills.

Modern means of communication not only open progressive ways for teachers to apply the same methods as during the educational process in classrooms, but often enlarge their number and effectiveness. The most important condition for implementation of the case method online is a mode of a video conference.

The procedure of preparation for online classes where the case method is planned to be applied may pose certain difficulties for language teachers in terms of writing the contents for cases, especially when a case is to be considered in a group of students of technical specialties requiring a profound knowledge of specific terminology and expertise in technical concepts on the whole.

At the same time, a number of contemporary textbooks on the English language for special purposes contain case study sections within language and communicative skills practice.

Other aspects of preparation, including acquisition of necessary software skills do not tend to be complicated for a highly-qualified teacher who keeps up with technological advance.

Students are provided with all necessary materials via email or messengers, but the most convenient way is to place the materials on the educational online platform for distant training so that each participant can be registered and have

access to all educational resources provided for them by the educational establishment. Online classes conducted in the video conference mode enable implementing the case study format, namely, carrying out a discussion on the case topic. This type of a class includes the following six stages:

1. The students are given time to read and think over the case. If the case description text is long, students are offered to read it in advance before the class. They can also preliminarily look at the list of questions for the case.

2. A brief introduction to the case and giving the students the instructions on approaches to looking for a solution to the problem stated in the case. The teacher explains to the students what the direction of their thought should be and highlights the steps to be taken during the analysis of the situation. In addition, it is necessary to note what kind of information should be focused on, what can be ignored and discarded.

3. Division of the students into subgroups and making sure that everyone is included in the discussion and search for solutions.

4. Presentation of their ideas and arguments by the groups.

5. After the presentations have been done, the teacher asks questions to find out the details and obtain more exact explanations, and leads the discussion to the following level.

6. Synthesis of the raised questions, i.e. making a final decision on solving the problem.

Application of the case method in a class involves introducing other types of activities apart from discussions in small subgroups, which are possible on such online platforms for video conferences as Zoom, Google Meet, etc., to diversify actions and increase students' interest in learning a foreign language.

One of the options is a role play. For example, imitation of the meeting of the Company Board or an expert group of a department, when each student is assigned a certain role, either of the Sales Department Chief, or Marketing Department manager, PR Department executive, etc.

It could also be absorbing for students to prepare presentations within the case solution, do them in a class online with the help of the platform tools. After that anonymous voting can be arranged, for example, such as those which can be held in Telegram groups. The students vote on certain proposals or a certain project presented by the subgroup or by individual students after the presentations have been given and discussed within the whole group, each member expressing their point of view concerning the proposal or presentation. This enables the teacher to see if the overwhelming majority has happened to support one project. In such a situation, the teacher should support those who are in the minority so that they do not feel defeated and do not refuse further participation in the decision-making process.

As an additional task, for homework, the students can be offered to write their own cases to discuss in the following class. This type of assignment encourages broadening the mind and acquiring more knowledge in the fields of students' specialty, because it involves extended search for necessary data,

looking at the case from different points of view, which will undoubtedly have a positive effect on the general level of education, leaving alone enlargement of vocabulary, improvement of reading, listening and writing skills. In other words, preparation of cases and their extensive discussion are highly motivating for students in terms of learning a foreign language as they refer to students' professional ambitions and even self-esteem to a certain degree.

Another type of exciting and motivating activity to continue the case method implementation is continuation of the discussion beyond the class, for example, in the blog of the students' group or in the group on Facebook or Viber, or in a Telegram channel, etc. This gives an opportunity to each students to express their opinion, practise language and communication skills, and the teacher is able to keep track of the course of the discussion and draw conclusions on possible changes in the plan of classes with the aim of substantially facilitating the academic process and creating a friendly and favourable working environment in the students' group.

In this work, three cases are presented, which were created for the groups of students who specialize in technology, tourist industry and philology, and applied in practical classes of the English language for professional purposes and in a class of the practical course of English at O. M. Beketov National University of Urban Economy in Kharkiv. The classes were conducted online by means of the software for group work, Microsoft Teams, during the quarantine period in autumn, 2020.

There were 10 students in each group, who were divided into subgroups of 3-4 people and each group was given an assignment to prepare a presentation by means of Power Point, a computer programme for creating presentations, at home before class, but after preliminary discussions of the issues to be included and ideas of their presenting. In Microsoft Teams, there is designed a quite convenient tool for group online discussions in so called breakout rooms where the teacher can enter in order to follow the process of practicing speaking and communicative skills. To manage the time of the lesson effectively, it is strongly recommended to set a time limit for a breakout session. When you set a time limit, a timer is visible in each breakout room so that the students see when the session will end. When time is up, the rooms close and the participants return to the main meeting.

The first case was offered for consideration to a group of 10 students of the building faculty at a practical class of English for engineers. The students were divided into three small subgroups and given individual tasks to find out about certain technologies, and namely, about nanowires, nanofluid cooling, graphene and smart dust. After that they were to work in a team and discuss the studied technologies, imagining that they were a team of engineers in a company researching a range of nanoscale technologies with the four featured mentioned above. Finally, they were supposed to decide which technology is worth being included in the competition for the government award, make and give a presentation from their subgroup with a detailed justification of their choice, taking into account the criteria which an expert committee would use to choose the winner. The winner was to be chosen by the expert committee according to such

criteria as a range of potential application and potential value to humanity. After all the presentations were done, the whole group of the students becomes the expert committee, debates the issue and makes a final decision on the award winner [12].

The second case was considered in a practical class of English for hotel and restaurant business. It was written for a group of the second year students of the Scientific and Training Institute of Economics and Management. The created case was as follows:

The manager of a computer software company based in the USA is arranging for senior managers to attend a seminar in France. The seminar lasts from Friday, August 5th till Sunday, August 7th and is going to include meetings to discuss work problems and executive games to encourage teamwork. The participants are of different nationalities, they are expected to work intensively, then relax, enjoy the amenities of the hotel, explore the surrounding area and have a really good time. The manager turns for the services to a travel agency and says they want to book a hotel which is both stylish and value for money. The travel agency proposes several suitable variants for the software company senior managers so that they can discuss and make a final decision on which hotel will be the best option to offer [13].

The group of 12 students was divided into 4 subgroups, 3 of them were travel agents who were supposed to make and give a presentation of a hotel, and the other three students were the company senior managers whose task was to consider all three presented variants and choose the optimal one. The descriptions of the hotels were included in the case material; the students were only to present them and try to persuade the senior managers to choose their hotel. All hotels were in Nice or in the surrounding area.

The third group of students specializes in philology. The textbook, which is used for teaching the subject Practical Course of English, may not contain any specially written cases for teamwork, discussion and decision-making. However, an attempt was made in this work to show what way out of such a situation can be found and how a speaking task can be transformed into a case study task created on the basis of the exercise in the section Project work.

The task for the project work was to describe a day in London. However it was converted into the case that consisted in making a tour schedule for three tourists, a father, a mother and a 10-year-old child from Ukraine, who intended to spend a weekend in London, in spring [14].

In the following class, after each group gave their presentation on an ideal tour plan in turn at the main meeting without division into subgroups, a discussion started on such aspects as means of transport, accommodation, places to visit from morning till early night, eateries for each meal, etc. The aim of the discussion was to come to the final decision on the best schedule and visual content of the presentation since it is supposed to be shown to potential clients to urge them to choose the travel agency where the students “work”. It must be particularly emphasized that each of the three discussions, including the two considered above,

was followed by anonymous online voting for the best presentation, and this case, for the best around London. It should be noted that the students who won agreed to make certain changes in their schedule and presentation, which were proposed by the members of other subgroups, to improve the final result.

The majority of the students voted for the following slides of Power Point presentations, which became parts of the final presentation. It should be noted that the main goal of the case method application was not creation of an ideal presentation with perfect visual content and detailed information on all the issues from the case prepared. The goal was to arrange a highly motivating activity in terms of all types of motivation discussed in this work and show the students that in the academic process at university they are provided with the knowledge and skills enabling them to function successfully in the working environment.



How to get to London?

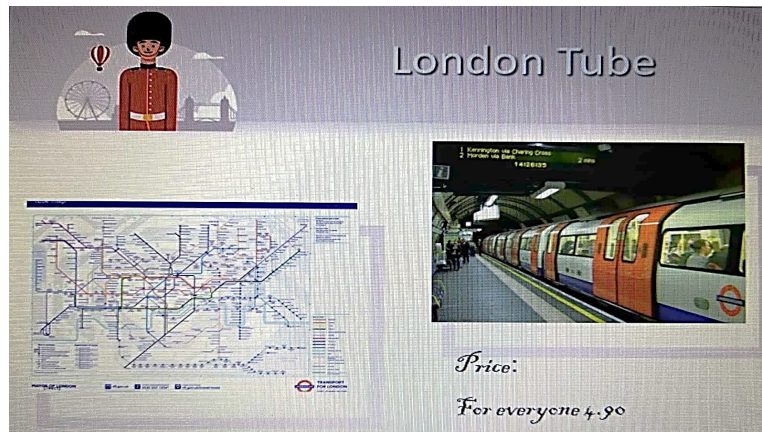
- Since Great Britain is an island state and is located quite far from Eastern Europe, it is most logical to get to its capital by plane. Direct flights from Kiev to London take 3.5 hours, direct flights can be chosen from such airlines as WizzAir, Ukraine International Airlines and British Airways.



How to get from London airport to the city ?

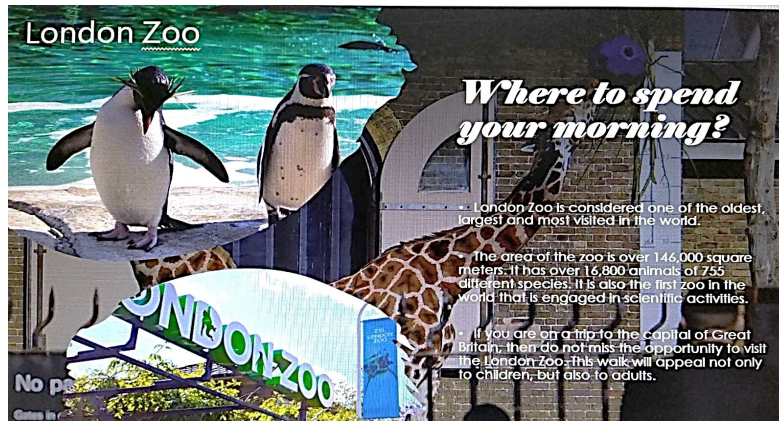
London is served by 6 airports, two of which - Heathrow and City - are located within the city. Most international flights arrive at London Heathrow Airport, the busiest airport in Europe. It is connected with the city center:

- Heathrow Express train. This is the fastest way to get to London and takes about 15 minutes. Trains leave every 15 minutes from 5:00 am to 11:45 pm. The cost of a ticket when purchased at the box office or machine is 22 pounds, directly on the train - 25 pounds. A round-trip ticket will cost 37 and 40 pounds, respectively.
- Metro (Piccadilly line). This is a cheaper, but longer and less comfortable way. It will take about 50 minutes to get to Piccadilly Circus station. Ticket price - 6 pounds, opening hours - from 5:10 to 23:45.
- National Express bus. Depending on the route, the trip will take from 40 minutes to 1.5 hours. Opening hours - from 5:35 to 21:40, ticket price - 6 pounds.
- Taxi. A trip along the meter will take from half an hour to an hour and will cost 50-90 pounds. Use only official taxis and check the approximate price before boarding.



London Tube

Price:
For everyone 4.90



London Zoo

Where to spend your morning?

- London Zoo is considered one of the oldest, largest and most visited in the world.
- The area of the zoo is over 146,000 square meters. It has over 16,800 animals of 755 different species. It is also the first zoo in the world that is engaged in scientific activities.
- If you are in a trip to the capital of Great Britain, then do not miss the opportunity to visit the London Zoo. This walk will appeal not only to children, but also to adults.

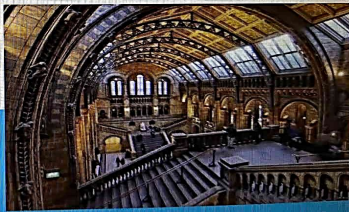
THE LONDON NATURAL HISTORY MUSEUM

The Natural History Museum is one of the three largest museums located on Exhibition Road in South Kensington. The collection includes over 70 million artifacts from botany, zoology, mineralogy and paleontology.


The Museum was founded in 1831. It introduces visitors to the evolution of life on Earth. The collection of the museum was based on the collection of Dr. Hans Sloan. Today the collection has more than 70 million items.

The greatest value of the museum is the collection of dinosaur skeletons in the central hall, including the famous diplodocus skeleton 26 meters long. A mechanical model of a Tyrannosaurus and a 30-meter whale from the zoological hall are also popular among visitors.

Ticket price: adult - £ 23, children - £ 11.50.
You can book online on the museum website.



Palace of Westminster and Big Ben - the British Parliament building and the famous Clock Tower. (£ 20 - audio guide entry, £ 28 - guided entry, £ 61 - 4-hour tour of Westminster Abbey, Houses of Parliament and Big Ben).





Some tips for eating out

Peter Pan's cafe, Simpson's in the Strand restaurant, McDonald's

English cuisine

- "Porridge, sir!" is the first thing that comes to mind when you mention British cuisine. Indeed, porridge is a must in an English breakfast, as are scrambled eggs and bacon, sausages, toast with jam and orange juice. Fish and Chips are eaten at any time of the day or night: fish fillets fried in breadcrumbs with fried potatoes and pickled cucumbers is a favorite national fast food.

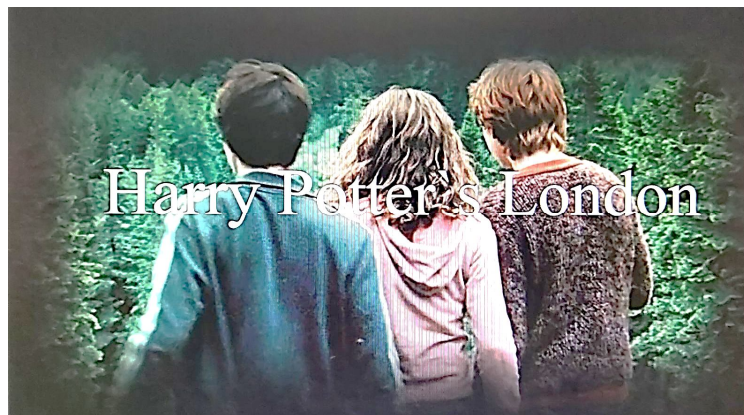


- Almost all traditional dishes contain meat. Shepherd's pie, also known as cottage pie, is a casserole made from mashed potatoes with minced meat. Suet Pudding is veal kidney or meat baked in a special dough, and cornish pasty is a puff pastry with beef and vegetables.
- Let's not forget about roast beef with Yorkshire pudding. They are cooked together: a large piece of beef is baked on the wire rack, and tins with a special dough are placed under it, onto which hot meat juice drips. After lunch - from three to five o'clock - traditional tea drinking, for dessert - sweet puddings and scones.
- In restaurants, they usually tip 10-15% of the amount. It is also customary for taxi drivers to leave about 10%, but in pubs they never give tips.



What to do after lunch

Windsor Castle



Harry Potter's London

If you're a huge Harry Potter fan like me, then you'll know that there is no greater thrill than being in one of the places where the movies were made!

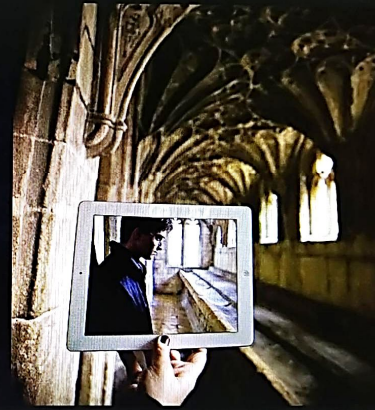
The majority of the Harry Potter filming locations are in the UK, and this guide covers the best Harry Potter places to visit for the ultimate fan, where exactly you can find them, and which movies they were featured in.



Gloucester Cathedral

One of the most recognizable places to visit for any Harry Potter fan will be Gloucester Cathedral, which was used for Harry Potter and the Philosopher's Stone and Harry Potter and the Chamber of Secrets, including the scene where the words "The Chamber of Secrets has been opened! Enemies of the heir beware!" were written on the wall.

The interior of the cathedral will look incredibly familiar to Harry Potter fans, and a visit to the cathedral is a must if you want to pretend you're walking through Hogwarts!



London aquarium

What are the options for evening activities?

The Sea Life London Aquarium is located on the ground floor of County Hall on the South Bank of the River Thames in central London, near the London Eye. It opened in March 1997 as the London Aquarium and hosts about one million visitors each year.

Evening

Haunted London Bus Tour

- Step back in time and explore the dark and haunted streets of London from the safety of a vintage open-top double-decker bus. Then retrace the steps of Jack The Ripper in the sinister East End and learn about the body snatchers while walking through the deserted Smithfield Market. Finish off with a comforting drink at the warm and inviting Sherlock Holmes pub.



As far as it is seen, the slides chosen by the students comply with the guidelines in the case task, though the information is not complete: they did not include options for accommodation. However, this fact may serve as a proof of students' entire engagement in the searching activity to find fascinating facts on the topic and being focused on visual effects of the presentation. Design of the slides shown in the photos above confirms that the selected case gave the students a strong incentive for creativity and using their imagination in the process of preparation, as well as an opportunity to express their ideas of an exciting tour.

Let us consider the results of the case method application in the given classes for the three groups of the students in terms of its motivating potential for learning a foreign language. The two pairs of motivation types mentioned at the beginning of this work have been taken to analyze the degree of effectiveness achieved by the case study.

The case method application contributed substantially to the growth of instrumental motivation, distinguished by R. C. Gardner and W. E. Lambert, in comparison to the classes where the students are given other types of assignments to practise reading, speaking and communicative skills, which shows that students had a functional purpose of an active participation in the discussion. As far as it is supposed to be, students attend classes to get high grades, pass their exams in time and successfully; some of them are aware of the fact that attending classes provides them with a sufficient amount and quality of knowledge and skills which are necessary to be employed and have a well-paid job in the future. Some students are motivated by an ability to use a foreign language on holiday abroad, read useful material in the target language, watch videos and listen to songs in a foreign language and get familiar with a foreign culture. The class, where the students were offered the case imitating a real life situation, was attended by everyone, with the exception of those being absent due to health issues. Even those students, who said they worked part-time, joined the meeting. It should be added that in the circumstances of the given class, the motivating effect of the case method was strengthened by its online format, which enabled all the students to be present. Even those students, who, for some reasons, had not participated in creating a presentation, took an active part in the discussion, making a final decision and voting, by expressing their opinion, making comments and suggestions.

Speaking about integrative motivation, which is seen when learners are inclined to identify themselves with the culture of people who are native speakers of the language studied, it was increased by the topic of the case, namely, a trip to the UK and a tour round London. Therefore, those students who admire the British culture and all its integral parts willingly participated in the offered activities with doubled motivation. This fact is particularly illustrated by the part of the presentation prepared by the student who is evidently keen on the novels about Harry Potter, and during the discussion she gave several persuasive arguments for including Harry Potter sights in the excursion schedule. Integrative motivation was also clearly expressed by those students who had tried to find and included in their

presentations the landmarks which are not widely known and popular among tourists.

The intensity of intrinsic and extrinsic motivations described by Edward Deci can be objectively evaluated only by an experienced teacher who has studied pedagogical psychology and is able to observe and analyze a student's behavior to conclude if he/she belongs to the type of a personality who can be motivated by realizing their having an excellent command of the language or having any other outstanding capabilities, for example developed imagination and creativity, as in the given situation. In order to stimulate this type of motivation, the teacher should watch the students' reaction after a successful performance in class. The same refers to extrinsic motivation, with the only difference in expressing the feeling of content and satisfaction, since extrinsically motivated students anticipate appraisal and acknowledgement of their achievements by the teacher and the groupmates. No doubt that there are students who can be motivated both intrinsically and extrinsically. After having worked in the two groups of the students for two years and having conducted 3-4 classes per week for them, the teacher is able to evaluate the students' personalities correctly and increase their motivation by expressing a highly appraising reaction to their results in the learning process. The methodological features of the case method together with the absorbing topic of the given lesson that leaves large space for using creativity and imagination enabled the teacher to increase all specified types of the students' motivation to such a high level that all of them received excellent marks apart from whose level of the English language knowledge was slightly lower than the evaluation standards require. The goal of increasing the students' motivation was achieved even under conditions of an online class and some students participating without video communication.

The use of the case study method has been considered and evaluated in this work in terms of its effectiveness as a factor that increases motivation for learning the English language. The effectiveness has been analyzed according to the following parameters which represent the key indices of the academic progress achieved by means of increasing students' motivation to take an active part in the language learning activities during the class:

- language fluency;
- presentation skills;
- team work;
- analytical and critical thinking skills;
- problem-solving skills.

The results of the study of the motivating effect made by the case method application in the form of presentations and its indices are shown in the table below.

A comparative table of academic progress indices under conditions of the increased motivation for learning English in the three groups of the students

Group specialty	Attendance of the class	Language fluency	Presentation Skills (visual embodiment/ contents and components)	Team work	Analytical and critical thinking skills	Problem-solving skills
Building technology	90%	6	10/5	6	9	8
Hotel and restaurant Business (HRB)	100%	8	10/5	8	7	7
Philology	100%	10	10/5	9	7	8

** Academic progress indices were estimated according to a 10-point scale.*

As it is clearly seen in the table above which presents data on each group of the students as a whole unit, not for each student separately, the case method application has had the greatest positive effect on such a parameter as attendance of classes, – almost everyone joint the online meeting in Microsoft Teams. Lower attendance in the group of the building technology specialty can be explained by their lower language fluency, which might have caused the students to feel less confident in comparison to the students of the other two specialties and reject participation in the class that mainly involved speaking and listening activities. Nevertheless, these students appeared to be quite highly motivated and showed a significant interest in making presentations with the help of information technologies. As for language fluency, it increased considerably in the group of HRB students who were eager to express their point of view, present their arguments and acted as if the situation had been real and they had been given such an assignment in real life. The philology students predictably showed the best language fluency; at the same time, it should be noted that the increase of the speaking skills level was remarkable in their group, too, because of a very high interest in the topic of the offered case.

Let us consider the presentation skill level as an index of motivation. Here the situation is rather controversial, since in addition to having an appealing and eye-catching visual form a presentation must include a certain set of components and be logically built according to them. In connection with such requirements for a presentation, it was decided to estimate the presentation skill parameter according to two indices: visual embodiment, and contents and components. All the three groups showed absolutely equal results, which may be explained by the fact that modern young people are brilliant at using information technologies and are delighted with any opportunity to use them to express their creativity and individual preferences and inclinations. At the same time, there was observed an

evident lack of knowledge on how to build a presentation logically so that it consist all major parts which are necessary to convey the whole amount of information on all crucial issues in the given case. A conclusion should be drawn that before giving an assignment to prepare a presentation, it is strongly recommended to teachers to explain the basic rules of creating a presentation to their students in detail on clear examples.

It should be added that the online format of the classes contributed to the increase of motivation, as well, due to an easy and convenient way of giving a presentation to a large audience of people without any extra preparation in a classroom, thanks to the software tools being applied: the students were just to share their screen image with all the participant of the online meeting by sequentially clicking on several icons on the screen.

Team work is seen as a motivation index, too, since the majority of the students in all these groups took an opportunity of working in teams as a new exciting challenge. Again, there is seen an obvious correlation between the language fluency, readiness for team work and the number of the students who attended the classes, because the students were supposed to have a discussion within the case study in breakout rooms in English, with their speaking activity and team work skills being monitored by the teacher.

When considering such an index as analytical and critical thinking skills, we can see that the highest point was scored by the students of the building technology specialty. It could be explained by the fact that they have to deal with activities that require performing various calculations and fulfilling a large number of tasks that involve analysis and evaluation of different technical parameters in the course of study.

Concerning problem-solving skills, their strong correlation with team work skills is observed under conditions when a solution must be found and agreed on by the team as a whole. This parameter seems to be the most motivating for those students who have an active life position and prefer to influence the final result by means of convincing other participants of the discussion that their variant of the problem solution is optimal. As far as we can see, an opportunity to express and defend their point of view turned out to be quite highly motivating for many students.

Conclusions and perspectives for further research.

To sum up the results of the conducted work, it should be said that due to the application of such a method for teaching a foreign language as a case study method in terms of the academic progress rate a high motivating effect was reached by including the task of making a presentation by means of information technologies. This considerable effect is proven by the increase of such indices of the academic progress as attendance of classes, a visual side of the presentation skills and problem-solving skills in all three groups of the students.

At the same time, a number of issues that require much attention have been revealed. Firstly, a fear of speaking a foreign language in public and a language barrier must be overwhelmed in order to increase motivation for study in groups of

students of technical specialties. Secondly, students must be trained to work in a team and be able to come to an agreement on the most effective solution to the problem which they had to face. Thirdly, sets of special assignments must be selected in order to improve analytical and critical thinking skills of students of humanitarian specialties.

Unfortunately, as any other method, the case method for distant teaching English has its own disadvantages, which are mainly connected with the technical aspect of the process. An online class might be suddenly interrupted due to the Internet disconnection or troubles with the local net. Poor connection will not enable the teacher to conduct a full productive class, either. There may occur malfunctioning of electronic resources or gadgets being used in class, or a power failure. Trouble-shooting may be rather time-consuming and thus, cause delays and non-adherences to the time-table, which could have a negative effect on the process of knowledge acquisition and processing.

However, despite a number of drawbacks, distant teaching of English on the whole, and application of the case method in it, in particular, as an effective tool of the academic process, has significant prospects, taking into account acceleration of the life pace, and consequently, multitasking of students and teachers, which is conditioned by the process of globalization in the world. Hence, a conclusion can be made on perspective research, which consists in the fact that further development of professional cases for students are of prime importance as they have proven to be motivating. The purpose of the future scientific study will be to create and use cases in practical classes for students of other technical and economic specialties, as well as to carry out a comparative analysis of the motivation level in classes where other methods of practising analytical and language skills are applied.

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2.32 CLIL APPROACH AS A TOOL FOR THE DEVELOPMENT OF COGNITIVE ACADEMIC LANGUAGE PROFICIENCY

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Foreign language as a working language becomes an important issue in the globalized society. With the advance of IT technologies social function of the English language is particularly noticeable. The immersion into the language

environment in the reality of traditional schools could be provided within the framework of so-called CLIL approach, when BSFU knowledge is to be gained, processed and structured with the help of foreign language (epistemic, heuristic function of language), enabling students to reach cognitive academic language proficiency.

Content and Language Integrated Learning (CLIL) is an innovative educational approach in which an additional language is used for the learning and teaching of both language and subject content. The acronym CLIL was coined by David Marsh, a member of a team working in the area of multilingualism and bilingual education at the Finnish University of Jyväskylä in 1994. A great deal of interest and debate about the approach, which under the umbrella term of Content and Language Integrated Learning refers to contexts where language is used as a medium for learning content, and the content is also used as a resource for learning languages, is connected with the publication of Special Issue on *'Research on Content and Language Integrated Learning (CLIL)'* in the International Journal of Bilingual Education and Bilingualism in 2007 by Do Coyle and Hugo Baetens Beardsmore.

CLIL doesn't exclude bilingualism in the educational environment. Bilingual teaching and learning, which can be a part of the approach, is a continuous end-to-end structure, characterized by great heterogeneity. Baetens Beardsmore stated: "There is no single blue-print of content and language integration that can be applied in the same way in different countries" [1, p. 137–157]. The design principles of bilingual subject instruction are: bilinguality, multi-perspectivity and language sensitive working. In the light of ambiguous language question, Diehr constructed three ideal-typical forms of language-teaching: Type-A: foreign language as learning medium, Type-B: foreign language as leading language, Type-C: foreign language and school language as complementary elements of BSFU" [2, p. 17]. Thus, content classroom doesn't exclude L1, turning it into a repair tool (e.g. to explain idiomatic phrases or cultural differences).

Practical application of CLIL into academic environment presupposes working with non-language courses and theoretical courses, when outcome can be dual: language and content. In pedagogical universities CLIL course could be given as a part of methodology both for Bachelors and Master Students. The curriculum on the Bachelor level might include the themes: CLIL Basics (with the theoretical component: Aims for CLIL and rationale for CLIL. Language demand on subject and content; Content communicative, cultural, cognitive and learning skills across the curriculum); 4 Cs (Coyle's 4 Cs framework; Bloom's taxonomy; Linguistic scaffolding); Types of CLIL and Curricular Variations in CLIL (Criteria for classification of types of CLIL; CLIL models; Curricular variations in CLIL); Teaching Strategies and Techniques for CLIL (Scaffolding in language and content development; Communicative approach and cooperative learning in CLIL); Planning a Lesson (Principles of CLIL lessons; Planning and Delivering CLIL lessons); Material Selection and Adaptation (Principles of selection and

adaptation of materials; Criteria for materials evaluating); Assessment and Error Correction in CLIL (Assessment of learning and assessment for learning; Forms of Assessment; Assessment rubrics); Microteaching. IMLCT learning objectives and outcomes in modules for Master level might include the following components: Preparation of Topics for Multilingual Teaching-Learning Process Based on Disciplines in the Humanities (where theoretical component will be: Key concepts in CLIL classroom; The role of language in CLIL. Subject-specific language chunks. High and medium frequency words. Language-rich classroom; Approaches for the development of meaningful communication in CLIL classroom; Cognitive skills in information processing: LOTs and HOTs. Interaction in the CLIL classroom; Learning skills and the development of learner autonomy; Curriculum subjects in a non-native language. How to identify the content; Planning the curriculum. Teaching aims); Possibilities and limits of interdisciplinary teaching related to CLIL (Interdisciplinary teaching and learning; Possibilities and limits of CLIL-based interdisciplinary teaching); Methods for the Analysis and Preparation of Texts in the Foreign Language (Estimating language comprehensibility; Working with vocabulary: content and language; Measuring readability; Text deconstruction); Criteria for the Development and Evaluation of Materials for CLIL (Principles for CLIL material design; CLIL matrix implementation; Using CLIL tools; ICT; Quizlet, Padlet, Wordwall, Teacher's Pet, Hot Potatoes, Kahoot; Principles for CLIL material evaluation); Methods for Initiating and Shaping Verbal Actions in the Foreign Language (Spoken output and its importance in CLIL; Output-related challenges for CLIL learners; The importance of negotiation and interaction; BICS and CALP: the mode continuum, from speaking to writing; Encouraging learners to speak and write English in the CLIL classroom. Practical CLIL classroom activities to encourage spoken and written output); Scaffolding Content and Language Learning (Scaffolding spoken output: Scaffolding written output; Scaffolding techniques); Instruments and Methods for Research on CLIL (Trends in CLIL research; CLIL specific research instruments and methods; Basic principles of data collection and processing within the 4Cs framework); Research results on CLIL).

On non-pedagogical ground CLIL lessons can vary within the framework of numerous subjects. As everything is *clilable*, further an extract from CLIL sample-seminar in English literature for Master students is suggested.

Topic: *The Development of Feminism in English Literature of The XXth-XXIst Centuries* (Level C1).

Objectives:

- Content objective – to retrace the development of feminism in English – Language literature of the XXth-XXIst centuries. To identify its features. To get familiar with the texts of contemporary post-colonial authors
- Language aim – vocabulary practice

Warm-up:

I. How do you feel about the following quotations?

“Women should remain at home, sit still, keep house, and bear and bring up children. A woman is, or at least should be, a friendly, courteous, and a merry companion in life, the honour and ornament of the house, and inclined to tenderness, for thereunto are they chiefly created, to bear children, and to be the pleasure, joy and solace of their husbands”.

Martin Luther

“Do you think I can stay to become nothing to you? Do you think I am an automation? – a machine without feelings? and can you bear to have my morsel of bread snatched from my lips and my drop of living water dashed from my cup? Do you think because I am poor, obscure, plain, and little, I am soul and heartless? You think wrong! – I have as much soul as you, – and full as much heart ... I am not talking to you now through the medium of custom, conventionalities, nor even of mortal flesh; – it is my spirit that addresses your spirit; just as if both had passed through the grave, and we stood at God’s feet, equal, – as we are!”

Charlotte Brontë, Jane Eyre

No woman can call herself free who does not own and control her body. No woman can call herself free until she can choose consciously whether she will or will not be a mother”.

Margaret Sanger

II. Match the words from the quotes to their definitions:

- | | |
|----------------|---|
| 1. courteous | a) gentleness and kindness |
| 2. inclined to | b) to that |
| 3. tenderness | c) polite, especially in a way that shows respect |
| 4. thereunto | d) tending to do smth |

Task 1. Answer the questions below:

- *What is the history of women’s rights in the United Kingdom? What does the notion ‘suffragette movement’ imply?*
- *What are the differences between depictions of women written by male and female novelists?*

START OF THE SUFFRAGETTE MOVEMENT

‘Suffrage’ means the right to vote in political elections.

It is a sad fact that throughout history, there have been many restrictions placed on who can and can’t vote, based on things like age, gender, race, education, wealth and social status.

The Pankhurst family is closely associated with the militant campaign for the vote. In 1903 Emmeline Pankhurst and others, frustrated by the lack of progress, decided more direct action was required and founded the Women's Social and Political Union (WSPU) with the motto 'Deeds not words'.

Emmeline Pankhurst (1858-1928) became involved in women's suffrage in 1880. She was a founding member of the WSPU in 1903 and led it until it disbanded in 1918. Under her leadership the WSPU was a highly organized group and like other members she was imprisoned and went on hunger strike protests.

You are going to read three extracts from novels, all of which describe women or women's attitudes to life in some way. Decide which do you think are by women, and which of them are written by men?

a) She had a wide mouth, a small nose, and high cheekbones that gave her almost Asian look. Her movements were quick and spidery, and when she was working at the computer her fingers flew over the keys. Her extreme slenderness would have made a career in modelling impossible, but with the right make-up her face could have put her on any billboard in the world. Sometimes she wore black lipstick, and in spite of the tattoos and the pierced nose and eyebrows she was... well... attractive. It was inexplicable.

b) You fall in love with a man because he is everything your father isn't. He is strong and tough and you like that. He sweeps you off your feet. You don't even realize how much he takes over your life, how you start to become merely an extension of him, rather than a separate entity or as you dream, one grander entity, two becoming one in love, like out of a romance novel. You acquire on small things, then large things, then everything. Your laugh starts to quiet before disappearing altogether. Your smile dims until it is only a facsimile of joy, something you apply like mascara.

c) I looked at her wistfully, her vast, bulbous bottom swathed in a tight red skirt with a bizarre three-quarter-lengths striped waistcoat strapped across it. What a blessing to be born with such Sloaney arrogance. Perpetua could be the size of a Renault Espace and not give it a thought. How many hours, months, years, have I spent worrying about weight while Perpetua has been happily looking for lamps with porcelain cats as bases around the Fulham Road? She is missing out on a source of happiness, anyway. It is proved by surveys that happiness does not come from love, wealth or power but the pursuit of attainable goals: and what is a diet if not that?

Keys: a) by Stieg Larson "The Girl with the Dragon Tattoo" (M); b) by Harlan Coben "Promise me" (M); c) by Helen Fielding "Bridget Jones' Diary" (W).

Task 2:

What is the position of a woman in the former British colonies and today's Africa in particular?

Comment on the two quotes by Barack Obama: "We need to keep changing the attitude that teaches men to feel threatened by the presence and success of women"; "It is absolutely men's responsibility to fight sexism too".

Read the text by **Ukamaka OLISAKWE** “**Nkem’s Nightmare**”:

I visited my mother in Kano, in the same two-bedroom apartment I had grown up in, to say I was leaving my husband. Nothing had changed here since I moved away with my husband Edu to Onitsha in southeastern Nigeria. The sitting room ceiling had the same brown patch, the long stuffed chair was coming off at the seams, and the black-and-white Philips TV still sat atop the old cabinet whose wooden shelves held all our important family memorabilia – from my father’s Frederick Forsythe books on top of the shelf, to the Kenwood turntable, and the old records of Nelly Uchendu, Onyeka Onwenu, King Sunny Ade, and Ebenezer Obey. But my father’s favourite part of the chair was unoccupied, and I wondered if my mother allowed anyone to sit in it since his death three years ago.

“You still have papa’s books,” I said to my mother, breaking the awkward silence.

We had been sitting, facing each other. While my mother went through the bag of beverages on her lap, I rubbed my swollen feet. I had sat in the bus for over 12 hours, the longest journey I had ever taken in my adult life. As a child, I always looked forward to Christmas. When we all travelled down to our hometown Abagana, I and my four siblings and my parents cramped in the small space of the Ekene Dili Chukwu bus, because my father would only buy tickets for three seats. Back then, my siblings and I would count the hours in excitement, barely sleeping, until we got to the village. Now, I wonder how we survived that ordeal.

“I was going to give them away,” my mother said and it took me a while to realise she was talking about the books. “He bought all of Fredrick Forsythe books because he heard that the man wrote something about Biafra.”

We looked so different, like strangers. My mother’s faded blue and yellow kirikiri star wrapper paled against my red gown, a gift from Edu when he returned from Italy.

“You still have the Philips stabilizer,” I said, my gaze settling on the small brown box in one of the shelves.

“It doesn’t work anymore.” My mother put the bag away at her feet and said, “Daalu for the gifts.”

I stared at the tired lines around her eyes. “Do you still have papa’s Mario game? Papa always locked it up in his drawer.” I laughed, but my mother had stopped smiling.

“You didn’t sit in a bus all through the night to come and talk about the things your father left behind,” she said.

I thought of how to begin. Her eyes bored holes in mine, searching for answers that didn’t need sugar-coating. And so I simply told her I was leaving Edu.

“What?” She sat up, her English clipped. “What?”

“I am done with that marriage. I am not going back.”

She opened and closed her mouth, a baffled expression wrinkling her forehead. “What do you mean you are leaving your husband?” She finally said. “Did God not bless you with four sons?”

“I was too young to know what I was getting into,” I said, almost shouting.

She folded her hands over her chest, removed them, and folded them back again. “You were too young? You were too young? I married your father when I was fourteen.”

I stared at her, and then at their wedding photograph on the wall. I had always imagined my mother an adult. “What do you mean fourteen?”

But my mother was already saying things, her words rushed, as she talked about how proud she had been when I got married, that she had danced at the market when she got the call about the birth of my first son, Ogenna. Now she had to deal with the shame I was planning to bring. She asked questions whose answers I couldn’t give – Why would you do this to me, your mother? How could you think of ruining your father’s good name? Her chest rose and fell.

“Only women who have affairs leave their peaceful homes,” she continued, “and I know you are not one of those women because I raised you well.” Her voice shook as she spoke. “I can’t talk about this now.” When she stood up, her wrapper slipped to the floor, revealing her black knee-length underwear. She grabbed the frail cloth. “I have akara to sell. Go and take your bath. I left the mkpuruoka wrapper on my bed for you.”

I stood up to do as she had said, but my mind was overwhelmed by the foggy reality of her words, and I struggled not to think of the man I was seeing, the reason I had left Edu and my children to seek my mother’s permission to end my marriage. Ebuka.

Ebuka was no different from the men who disliked my feminist posts on Facebook, but unlike the others who said the cause was turning women to devil worship and lesbianism, Ebuka said it was lack of problems that made people talk nonstop about patriarchy and abortion rights when they could channel that energy to important problems like child marriages, the children dying in poor African countries and the rate of unemployment.

When I started my women empowerment campaign on my page, I blocked so many of the men who criticized my posts. There was Olukoye who said that I was possibly in an unhappy marriage. Before Olukoye was Kene who said I was abused as child. Festus had asked if I was unmarried. The angry men tramped to my page with the gallantry of commandoes rushing to defend the male kingdom from female derision. They did not deliberate on the points I raised but made personal attacks as though they knew me beyond Facebook. I added as many names as possible to my list of blocked angry men. It was only after other friends pointed out my lack of tolerance in these discussions that I began to ignore the diversionary voices.

I was my parents’ first daughter. At sixteen I was married off to our neighbour Edu, who lived on the floor above ours. I had never liked him. Actually, I had liked him once, when I was eight or nine.

He was the uncle in the compound who fended off the bullies and gave us treats of biscuits and sweets. He cracked his knuckles and thumped Ikenna on the head once, for mocking my height. He had jokes for every child, and helped us with our difficult homeworks. On weekends, he let us watch Indian movies in his large sitting room after we had done our chores. At the end of every term, he assembled us in front of his door and he gave us gifts according to how well we performed at school.

I always came first in my class and so I received the best shoes or dresses, and he would crush me in his bosom and swing me in circles until I was giddy with laughter. Those early days, Edu's words and gifts propelled me to stay up at night to read my books.

But things changed after I turned twelve. He began to hug me a little longer, my small breasts crushed against his chest. He played with my fingers when he held my hands and asked me to sit on his lap when I took things to his flat. At first, I thought nothing of it, but I grew uncomfortable under his intense stare. Being in the same space with him became an ordeal. I stopped joining other children to watch movies in his room, and avoided him at every turn, except when he ordered akara and bread from my mother's stall in the evenings. He would try to hold my eyes, or call my name but I would pound the pestle against the peppers and onions in the mortar, loud enough to pretend I didn't hear him. Afterwards, my mother would drag me by an ear and ask me why I was rude to him. Didn't I know that he was her best customer?

It became a routine. I avoided him or pretended he was not there when he was close by, but he never stopped visiting our stall, or trying to get me to talk to him.

A day after my senior WAEC, Edu appeared at our door. I still remember very clearly, the blue cord lace up-and-down he wore that day, how his black sandals shone. He said he wanted to see my parents and my father appeared behind me and welcomed him in. They talked for hours. Later, that evening, my mother sang as she spooned in bean dough into boiling oil, and she sang Igbo songs of praise as she wrapped akara for perplexed customers.

After dinner and my sisters had gone to bed, my father offered me his favourite seat. He called me 'ada m', the affectionate term he used when he was happy, which was rare, and then he launched into the meat of the story, his eyes glistening. He said Edu had asked for my hand in marriage, that he had promised to send me to the university. I looked at my mother; this was surely a joke, but her eyes were wet with tears, and she was bobbing her head up and down, smiling and wiping her face with the end of her wrapper.

"God has remembered us," she said, rubbing her hands which were speckled with scars from hot oil burns.

My father suddenly seemed younger; the lines that always furrowed his brows had disappeared. My refusal began, but it died in my throat when he said Edu also promised to give my mother money to set up a proper business.

Everything happened so fast. In three months, I was married to Edu, we moved to Onitsha, and I was pregnant. Ten years, four sons and three miscarriages later, I had yet to go to the university, and only found succour on Facebook after a friend introduced me to a closed women's group.

And so, when Ebuka hopped on my post to tell me how I should have been channelling my energy to child marriages and children dying in poor African countries, I wanted to laugh.

I ignored his comment until he launched into a long talk about the evils of abortion, and how he believed that no sane society should grant women that right.

"Why would you want to abort it when you can close your legs?" He continued. "Why would you want to kill an unborn child when you can choose not to get pregnant in the first place?"

I read his comment and was puzzled by how easily people who would never go through an experience lord it over others who could never escape them.

"Abortion is like dropping bombs on children in middle-east Asia," Ebuka said. "It is inhumane. I am disappointed that you, who I have come to respect, would associate with such evil."

I was struck by his assumption, by how he had said that women who didn't want children had no business getting pregnant, as though it were as simple as he thought. And then, I worried that I cared too much about this stranger's opinion; this stranger whom I could not remember accepting or adding as a friend.

I felt an urge to tell him about my four pregnancies, the miscarriages I suffered, and how Edu insisted that he wanted six children. But I picked up my phone again and wrote him a stinker.

I have the right – no, I have the moral right to choose what to do with my own body. I have the right to live. I am a human being. You are ignorant of the fact that childbirth completely affects the life of a woman. You do not even acknowledge the need for abortion under certain conditions; to you: I, and other women fighting for that right are murderers, senseless, unreasonable murderers. I should know better than engage to a man on a subject men will never experience. But if this discussion, this waste of time, has proven one thing, it shows that I have shameless misogynists lurking on my timeline. Please do me a favour and jump off a bridge. Save the world one more menace. I logged off. That night, I slapped Edu's hands off when he reached for my breasts and yelled at my house help when she turned the volume of the TV too high. I locked myself in the bathroom and stood under the shower. Something warm burned the back of my eyes. At only twenty-six years old, I finally questioned the path my life had taken, why I gave in to my parents' wishes, if I was built to be a mother. I stood there, tasting the salt of my tears as warm water hit my back.

When I logged on to Facebook the following morning and saw Ebuka's lengthy response to my last comment, I expected a harsh riposte, but I saw that he had withdrawn his previous words. He didn't mean it personally, he said, as if saying this excused the gravity of his ignorance, and he was not targeting women who had valid conditions that required the procedure. His comments were directed

at those who said they could choose to get pregnant at first and not want to go ahead with it later because to them, getting pregnant was like ordering jollof rice and changing their minds about the delicacy when it was served. I laughed; I had never imagined that anyone would liken childbirth to something as ludicrous as eating jollof rice. I went to his wall.

With my Opera Mini browser, I could never quite see the avatars of the people I engaged with unless I visited their walls, and I had become comfortable with it. Seeing Ebuka reaffirmed why I continued using that browser.

He had an enviable elegance. I squinted at his photos – at the warm eyes hidden behind bold-framed Ray-Ban perched atop a remarkable nose. His groomed, full beard swallowed half his face and his skin was so clear and so fair, like it had never toiled under the sun. He had the body that hinted at a man towering at over 6’4, and his muscles were taut under his shirt, stretching from shoulder to shoulder. I had never seen a man so beautiful.

I wrote him a message, read it and rewrote it again. I searched for a balance between confidence and sincerity. I didn’t want to come off as weak, and also didn’t want to be perceived as arrogant.

I should not have said what I said. But bear in mind that your words were offensive, borderline ridiculous and hilariously arrogant. I should have showed you why you were ten ways wrong. I shouldn’t have called you a misogynist. Biko don’t jump off a bridge. I clicked Send. There was a brief moment when I regretted the note; what if he misread my intent and published it on his wall to shame me. That would kill me. I wished I could recall the message. I worried about the reputation I had overtime earned on the platform, and how it would all be flushed down the toilet all because of one unguarded moment. I wanted to slap myself and then I scrolled down his timeline and clicked on ‘Block this person’. Perhaps if he wasn’t able to find me on the platform, the shame would be less. But I didn’t confirm the request.

I stayed online all day, waiting for his reaction, refreshing my page over and over again. By the end of that day he still hadn’t replied. What if he published the private message when I was asleep? I would wake up to find my image tattered and splayed from wall to wall on Facebook. Other angry, sulking men would mock me to no end. I sat with my children in the sitting room, watching them watch Cartoon Network, my mind returning again and again to that message. I refused to go to bed. I tried to think of damage control, but tiredness reached to the verges of my mind. I was still debating whether to block him when I dozed off.

I woke up with a start, and it was just me and TV. My neck ached from resting in one position and when I saw that my phone was blinking from the floor where it had slipped to, I snatched it. The battery had dwindled to three percent, but as I hurried to plug it to charge, the phone went off and NEPA struck at that moment.

It was the longest night as I lay in bed. I prepared my mind for a robust response, and then it occurred to me that Facebook was the only place I flourished, the only world where I truly lived. I fiddled with the Samsung Galaxy phone. Edu

had given it to me on my birthday and had told me how much he bought it in China, as though by letting me in on that information, I would appreciate it better. I wondered what life would have been if there was no Facebook, if I had no cell phone. Onitsha was a dead place, a thriving commercial town that was dead because it lacked the diversity Kano had. I had no friends. Edu wanted me to associate only with the wives of his friends, those women who talked only about the latest clothes and shoes and called themselves by their husband's aliases – Nwunye Emeka Japan, Nwunye Edu China, Nwunye Nonso London – monikers that set my nerves on edge. I was still rummaging on these thoughts when I fell asleep.

By morning when I saw Ebuka's response, my stomach caved in, and then I wanted to laugh and laugh after I read his message.

Nkem, daalu. Your message just made my day and it has increased my respect for you. The truth is I was not angry when you said I hate women, I only felt you misread my point. But that misunderstanding didn't diminish my respect or how much I enjoy reading your posts and the insightful points you bring to the board. Earlier on today, I was writing an app for Vodatek Inc. before NEPA struck and I lost all the work I did today because our company's UPS was not switched on in the morning and my computer didn't back up all I had done. I wanted to smash something before I saw your message, and now it's the best thing I've seen all day. Thank you, Nkem. Thank you for brightening my day.

I read it the tenth time and then I made a screenshot of it. I returned to stare at his photos. There was no reference to what he did for a living, but he had just told me that he wrote apps and even mentioned the firm he was currently writing one for. And I knew that he wanted me to check him out, else why would he add that detail? I Googled him and he had over 160,000 mentions. He had won the best award for writing an app for most of the major banks in the country. He was the managing partner at Nigeria's top IT company and had represented his company at top IT conferences all over the world. I felt proud that I, who did not attend a higher institution, was able to have his type following me religiously. I quickly checked my photos, all 47 of them, and looked out for his comments or likes, I found none. That realisation, that he had been drawn to me because of what I had to say other than my physical appearance, made me smile. And I carried myself with extra pride.

I sent him a reply, "I'm glad you are not offended. But, mind you, I do not agree with you one bit!" I made to click Send but felt that it sounded too harsh, and so I added a face-with-tears-of-joy emoji.

His reply came in seconds, along with a face-with-stuck-out-tongue-and-winking-eye emoji.

"It will be a day when you agree with me! Ha, I will frame that response and hang it on the wall in my room!" He wrote.

My face grew warm. There was something intimate in the way he said it. I sent him another inane reply, adding the necessary emoji to explain how fast my heart beat at the sight of his messages, and he sent quick replies, laughed at how I

had told him to jump off a bridge, said he was saddened that I dismissed him like he was nothing, and pointed how many of my posts he always returned to. My head felt stuffed with wool. Later, I stood before my mirror, frowned at my reflection and wondered what was special about my bland, unremarkable face, what Ebuka really saw in me beyond my posts.

But by morning, I had run out of excuses to strike up another conversation with Ebuka and feared that anymore messages to him would come off as trolling. So I began to search for the legit reason to kick off another conversation, something that wouldn't give me away.

I looked him up again on Google, downloaded the seminar topics he had given, and read his papers all day and by morning of the following day, I was bustling with questions about why Nigeria was yet to catch up with Information Technology like Rwanda, a country still recovering from war. I wrote and rewrote my question, sifted it of sentimental thoughts that wouldn't tell how much I yearned to read from him. Ebuka replied immediately, as though, he, too, had been looking for reasons to hit up a conversation. He asked how I was, if I had a good night rest, how he had missed talking to me; his words submerged in the warmth of a man that would rather talk about us than IT. Then he launched into a brief explanation on why Rwanda had become Africa's IT centre.

The next day, after my children had gone to school, I sat through breakfast with Edu, picking through my food. It was only after he had left for work that I began to live. I scrolled through my chat with Ebuka, read up all of our conversations, counted how many times he had started a chat trail, and soaked up the words that gave away what he felt. After I had convinced myself that I was not imagining the new relationship, I sent him a message, a simple 'good morning, Ebuka. Hope you slept well?'" His response came immediately. We stayed online, talking, and when I checked the clock thirty minutes later, it was time to get my children from school.

In a month, we knew each other's responses, had shared our growing up stories, and I was comfortable enough to talk about my sons. In two months, he sent me his private numbers and when we talked for the first time, his words were rushed like he had just returned from a marathon. Our conversations stretched from my knowledge about music, to the apps he wrote, and my dreams of going back to school. He applauded my posts and argued strongly when he didn't agree with my views. We yelled at each other but the fights had become tamed; we disagreed with the enthusiasm of people who had grown to know each other like the lines in the palms.

It was so easy to talk to him, to say anything without feeling awkward, and misstep without feeling stupid. He listened and then he said the right words or he said nothing at all, and it was always the best conversations. I could not understand how I hadn't met someone like him before Edu, where he had been all my life, if people around him were also left breathless by the sound of his voice, the hum of his laughter, the care in his words. He made me see my strength and

brilliance. For the first time in years, I recognized myself in the mirror, laughed a lot louder and fell in love with my own voice.

One evening, I served Edu and our children joll of rice and fried plantain, and then moimoi I had prepared with corned beef, fish and eggs. Edu finished his first serving and asked for more.

“The moimoi is so sweet!” Nonso, my second son, said. “I want more!”

“What are we celebrating,” Edu said. “It’s been a long time since you prepared my favourite dish. Or what do you want me to buy for you? You deserve anything you ask for today.”

He was smiling, his eyes wet with eagerness. He rubbed my back, winked and returned to his food. I realized I always served him his favourite food when I wanted to ask for something, like going back to school, but each time, he repeated his promise to send me back to any university of my choice after I had given him two more children.

I moved my moimoi in my plate with my spoon, and said, “I want to go to Abuja.”

Edu pushed back his plate, his shoulder defiantly set. “What?”

“I want to visit my sister Nonye,” I said. His eyes searched mine. “She has been hospitalized. My mother can’t visit because she is not feeling too well either.”

Edu resumed eating, his spoon clashing against the enamel plate. I stared at this man I had called my husband for years. Though we had shared the same bed every night since our wedding, he still looked like the old stranger I had been wary of.

He mumbled something about thinking about it, got up and left the room, his footsteps heavy on the floor. “Are you traveling, mummy?” Nnamdi asked, my last boy, his plate of moimoi untouched.

“Yes, I am travelling. Just for a few days and I will be back.”

Later, in bed, Edu lifted my dress, pulled down my underwear, and slid in his finger, his other hand squeezing my breast. I looked at the ceiling, at the familiar spot that had become the lone spectator to our lovemaking. As Edu’s breath quickened and he heaved and jerked above me, I began to count the boards. His moans filled the room as I counted twenty boards, and he got off before I was done counting all forty of them, as always. I sighed, relieved. Something wet dripped down to the back of my leg, staining the sheet.

“You will go tomorrow,” Edu said, pulling on his shirt. “But you must be back in three days.”

There was a moment when I wanted to leap up and hug him, but I stayed back as warm tears trickled down the sides of my eyes.

After Edu’s snores ricocheted around the walls, I reached for my phone and began to send Ebuka a message.

“I will be in Abuja tomorrow,” I wrote, “to see my sister. If you are in town, lucky you.” But I didn’t click Send. I knew he would reply immediately he saw

the message, and he would want to know all the details of my arrival. I switched off the phone, saving the excitement for when I got to Abuja.

I dreamt I was sitting in an exam hall, my papers laid out before me, but I didn't know the answers to the questions. I was shrouded with a sense of failure so frightening that when I woke up, I was shivering. I didn't want to go on the trip anymore. My mind bubbled with questions as Edu dropped me off at the Enugu airport. I wondered how Ebuka would react when he met me, if he would be put off.

The air was different when we disembarked from the Arik flight. Abuja smelled of freedom so crushing I took in deep breaths. The people carried themselves with extra puff on their shoulders, talked with accents and young girls drove nice cars, girls much younger than me, who didn't have wedding rings.

Later, I checked in at a hotel in Apo which I had looked up. The room – 411 – was a small quaint place with generous splash of colours, and a bed wide enough to contain a family of five. It was only after I had showered I checked my phone. Edu had called three times, and Ebuka had sent ten messages, asking why I wasn't responding to his chat. I called Edu. He wanted to know if I had seen my sister, and I said I was at the hospital. I sent Ebuka a 'good afternoon', and he responded in seconds, asking if I was okay. I said I was. He talked about his day, said he was yet to order lunch.

"I don't know what to order," I said.

"Order? What do you mean 'order'? Where are you Nkem."

"Somewhere far away from home."

He called immediately, his words tripling over themselves. He wanted to know that everything was ok – Just tell me where you are Nkem.

I told him.

"What?"

"I'm some minutes away from your place of work."

He hung up.

I dialed his number again and he didn't pick up. I tried to settle in, thought of ordering lunch, but I was worried because he had refused to take my calls. I called Nonye to fill her in and said we would meet later in the evening. Ebuka's call came as I ended Nonye's call.

"What's your room number?" His breath came in short gasps.

I stood in the middle of the room, my stomach knotted in tension. A knock came to the door, and I forgot how to walk. They came again, soft tap-tap, like a plea. My knees carried me to the door, my lungs struggled to suck in air. I pulled the latch open and he stood there, as tall as an iroko, with a chest wide as a board. He made a sound – or I did, something incomprehensible, that sounded like a moan – and then I was crushed in his arms. Time took flight, nothing else mattered, my heart thudded in my ears, and hot breath fanned my ear. Ebuka tightened his grip. "This is you, Nkem," he said.

"You are so tall," I said.

He kicked off his shoes, made me climb on his feet. At my six feet, he was still taller. He held my head in place against his shoulder, warm air fanned the back of my neck.

“See?” His breath smelled of fresh mint, “We are both tall.”

There was a moment when air was sucked out of the room. I rubbed against him, kissed his neck, eyes, nose. He made small sounds, rubbed his nose against my cheeks. I removed his glasses, searched his eyes, for the juju that held me captive. He held my face in his hands and said, “This is my happiest day”, before holding me in another long hug.

“I wanted to surprise you,” I said.

“You gave me a heart attack.” He pressed his lips against my forehead. “This is the best thing, ever.”

There was no hurry about him. He did not tear at my dress, or rush to know my body. We only lay in bed, cuddling and whispering things I never remembered, and occasionally, he pushed my hair to the back of my ears, talking and looking me in the eyes. It was all I ever wanted, all that mattered.

The day rolled by before I could blink and Ebuka did not stay for the night. I felt a certain pride that for the first time, a man was not itching to grab my breasts and part my legs. After he left, at a few minutes past 11 pm, I lay in bed, all through the night, even after he had sent message to confirm he had gotten home. I wondered if it was a crime to want this kind of freedom, to live all by myself, to have the right to choose what I wanted, for the first time in my life.

The second day, I met up with Nonye at a Chicken Republic in Wuse and told her a story about how I had come to seek for admission at the University of Abuja. She hissed.

“So he finally allowed you to breathe? Odikwa egwu.”

Nonye never talked to Edu. I longed to tell her about Ebuka, and wondered if she would approve of him. It had been years since I left home, and Nonye was no longer the thirteen-year old child who wept on my wedding day. She had acquired the airs Abuja girls carried. After she left, I realized I envied her.

The remaining days flew by. Ebuka worked from my hotel room, his laptop cradled in his lap, his feet buried under his thighs, and he pushed his glasses further back his nose when he wanted to punch the keyboard. He would take short breaks, cuddle against my back, and doze off, only to wake up to return a call or type a few more words.

“You will come back again,” he said on our last night together. He sounded desperate, holding my face, squeezing my shoulders, enfolding me in a hug. “You will come back again.”

A dark cloud loomed as we landed in Enugu. Edu stood by his Toyota SUV, talking into his phone. He simply got back into his car when he saw me, and still talking into his phone, nodded when I mouthed greetings.

The trip back to Onitsha was the longest. After he had ended his call, he turned to me and said, “And how is that rude sister of yours?” He continued, “She is finally getting better?”

I stared at him, his gaze darted between the road and my face. “I allowed you to go only because of your mother. That your sister does not deserve my niceness. I wonder where she picked up that rude attitude from.”

“I did family planning,” I said.

“Eh?”

“I am not going to have any more kids,” I said. “I am done.”

Edu rolled the car to a stop along the road. It was just me and him and the vast bush. Cars whizzed past us. “What did you just say?” he asked, his voice strained.

“You took advantage of me.”

“You are not yourself,” his words were clipped, “You have been fed poison by that sister of yours.”

“I did that by myself, after my last miscarriage. I took contraceptive injections.”

He grabbed my collar, asked who gave me the permission, if I knew the gravity of what I did, why I betrayed him.

“I will never have another child,” I repeated, like a song. “I won’t go through that again.”

I saw the dark lines that streaked his palm before the slap pelted my left cheek, a punch followed, he was yelling, asking what demon had possessed me. I was consumed with pain, and then a crushing happiness, as he kicked and slapped. He had given me the reason to leave. It wasn’t until hands pulled me away from him did I realize that I had been screaming.

“She is my wife! She is my wife!” Edu said to the two men dragging him. They looked at me, and then they left him.

One man told him he shouldn’t have hit me, the other said he should have waited until we got home. Other cars had rolled over, men and women asking what had happened. Edu talked with the men and some women asked me to go beg my husband.

I could have begged Edu when he got back into his car. I could have gotten into the car with him as the people urged me to, but I stood back, watching as he drove off in a huff, until his taillights disappeared at a corner.

Answer the questions that follow:

1. How does Ollisakwe’s description and analysis of the protagonist indicate her own feminist agenda?

2. Can women’s financial and social rights be separated? Why? Support your idea.

3. What is the connection of motherhood and a personal freedom of a woman in the story?

4. What is the setting in the story? What point of view is the story told in?

5. How are the characters depicted (are they flat or round, controversial, thick with details)?

6. What are the signs of confusion between the protagonist and her mother? Analyze the body language of the characters in the story.

7. In what way does the life, social status of the protagonist and her personal attitude towards her own role in the society change on the different stages of her life?

8. How is the social position of an average Nigerian woman reflected in the text?

9. Analyze the smells and sounds, depicted in the story. What is the role of the artistic details in the story?

10. In what way the title, the names of the characters and the numbers are related to the plot? What additional senses do they convey?

11. What are the stylistic devices in the work by Nigerian author? In what way can the author's use of language / tone be characterized (simple, complex, straightforward, logical, stream of consciousness)?

12. A feminist reading of Oluksakwe's work is focusing on the representation of women in the story, reveals a subordinate status of women in African society. What is the role of male characters in the text? In what way is their behavior predicted by social norms?

Table 1 – A Timeline of Women's Rights in Britain

Date	Achievement
1	2
1135-1154	Matilda claims the throne of England but there is another claimant called Stephen and the two fight a long civil war
1553	Mary Tudor becomes queen of England. She is the first woman to rule England in her own right.
1637	Amye Everard Ball is the first woman in England to be granted a patent (for making tinctures from flowers)
1660	Margaret Hughes becomes the first professional actress. (Before then women's parts were played by boys).
17th century	In towns boarding schools for girls are founded. Girls are taught writing, music and needlework.
1693	The first women's magazine "The Ladies Mercury" is published
1792	Mary Wollstonecraft publishes "A Vindication of the Rights of Women"
1804	Alicia Meynell is the first recorded woman jockey
1811	The first women's golf tournament takes place in Scotland
1842	A law bans women and boys under 10 from working underground in mines
1847	A Factory Act said that women and children could only work 10 hours a day in textile factories
1853	In Britain an "Act for the Better Prevention and Punishment of aggravated assaults upon women and children" is passed. A man who beats his wife can be imprisoned for up to 6 months with or without hard labor.
1867	A law forbids women to work more than 10 hours a day in <i>any</i> factory
1868	Women are first admitted to university in Britain but they are awarded certificates of proficiency not degrees
1869	John Stuart Mill publishes "The Subjection of Women"

Continuation of Table 1

1	2
1870	Married women are legally allowed to keep their own earnings
1878	In Britain a new law bans women from working more than 56 hours a week in any factory. A law allows a woman to obtain a separation order from a magistrate if her husband is violent.
1880	In Britain three women are awarded degrees by the University of London. They are the first women to be awarded degrees by a British university.
1882	In Britain a law allows married women to own property in their own right
1884	Women first play tennis at Wimbledon
1888	Women are allowed to vote in county and borough elections
1892	Isabella Bird becomes the first woman member of the Royal Geographical Society
1894	Women are allowed to vote in urban district, rural district and parish councils
1895	Lilian Lindsay becomes the first woman in Britain to qualify as a dentist
1898	Ethel Charles becomes the first woman in Britain to qualify as an architect
1899	Hertha Ayrton becomes the first woman member of the Institution of Electrical Engineers
1908	Aldeburgh becomes the first town in Britain to have a woman mayor (Elizabeth Garrett Anderson)
1913	Emily Dawson is the first woman magistrate in Britain
1914	Britain gets its first policewomen
1917	In Britain the Women's Royal Naval Service is formed
1918	In Britain women over 30 are allowed to vote if they meet a property qualification
1919	A new law opens certain professions to women. They are allowed to be solicitors, barristers, vets and chartered accountants. They are also allowed to be magistrates and members of juries. The Women's Engineering Society is formed. Britain also gets its first female MP.
1922	Ivy Williams is the first woman called to the bar of England and Wales
1923	Ethel Mary Colman is the first woman Lord Mayor in Britain (of Norwich)
1928	In Britain all women over 21 are allowed to vote the same as men
1929	Margaret Bondfield becomes the first woman cabinet minister in Britain
1946	Lilian Lindsay becomes the first woman president of the British Dental Association
1955	Barbara Mandell becomes the first woman newsreader on British TV
1956	Rose Heilbron becomes the first woman judge in Britain
1958	Hilda Harding becomes the first woman bank manager in Britain
1970	An Equal Pay Act is passed in Britain
1972	Rose Heilbron becomes the first woman judge at the Old Bailey (The Central Criminal Court of England and Wales)
1973	In Britain women are allowed to join the stock exchange for the first time
1975	"The Sex Discrimination Act" makes it illegal to discriminate against women in employment, education and training
1976	Mary Langdon becomes the first female fire fighter in Britain
1979	Margaret Thatcher becomes the first woman prime minister of Britain
1983	Mary Donaldson becomes the first woman Lord Mayor of London
1995	Pauline Clare becomes the first female chief constable in Britain

Writing task:

Write an essay on one of the topics suggested: a) “How has feminism either positively or negatively changed society?”; b) “Feminism in the post-colonial civilization”; c) “XXIst-century feminism”; d) “A Doll’s House Feminism”; e) “Black feminism in Britain”; f) “The global picture of women’s status in the world”; g) “Violence towards women today”.

Topics for self-study, reports and Power Point presentations:

- 1) A definition of feminism. A brief historical background.
- 2) Perception of feminism today.
- 3) Male and female writers on the topic of feminism (Charlotte Bronte “Jane Eyre”, Thomas Hardy “Far from the Madding Crowd”, Virginia Woolf “Mrs. Dalloway”, Jeanette Winterson “Oranges are not the Only Fruit”).

Recommended reading:

- 1) “Women and Power. A Manifesto” by Mary Beard.
- 2) “Wife of Bath” by Geoffrey Chaucer.
- 3) “The Roaring Girl” by Thomas Middleton and Thomas Dekker.
- 4) “Tess of the d’Urbervilles” by Thomas Hardy.
- 5) “Lady’s Chatterley’s Lover”, “Women in Love” by D.H. Lawrence.
- 6) “Emma” by Jane Austen.

Thus, CLIL approach can be a powerful tool for foreign language acquisition and the development of cognitive academic language proficiency. The approach is applicable to every theoretical subject lectured at university or taught within the framework of basic education.

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2.33 CLIL WAYS FOR OPTIMIZATION OF TEACHING ENGLISH TO HIGHER EDUCATIONAL INSTITUTIONS STUDENTS

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The postmodern era world globalization of the information space predetermines the formatting of the basic trends in the system integration of the human development vectors into the world continuum. The complex changeable space-time construct of modern reality necessitates an adequate psychological chronotope of the personality. Representatives of the new generation, which is called Generation Z or Internet-Generation are especially sensitive to changes in sociocultural content (Howe & Strauss, 1991) because they are the young people, whose human resources are focused on choosing worldview constants and cognitive strategies of behavior (Martsinkovskaya & Poleva, 2017).

Such notions as digital technologies, digitalization of all life spheres, internationalization and cross-cultural nature of the intellectual field of civilization functioning are key predictors of the 21st century humanity collective philosophy formation. We may see the reflection of it in the subjective reality of the personal and sociocultural identification of modern youth. From childhood, young people of the Internet generation easily master the computer, information and communication technologies. At the same time, in adolescence (especially it is true about students), representatives of the new generation are characterized by weakened attention, the desire to receive the necessary information on the Internet network without excessive mental effort, "in one click", clip-like and mosaic thinking, a superficial approach to the analysis of information and to decision making (Martsinkovskaya & Poleva, 2017; Tokareva, 2018; Fel'dshteyn, 2010), tendency to soft skills. However, successful integration of the individual in the networked international space requires purposeful implementation of hard-skills, in particular, knowledge of a foreign language.

Changes in the world view and in the mental development of adolescents, the peculiarities of the cognitive style (Kholodnaya, 2004) of the new generation of students actualize the problem of finding new approaches to organizing foreign language teaching in the system of professional training.

The problematic field of optimization of the content of teaching a foreign language draws constant attention of linguists, psychologists, educators, methodological teachers and consumers of educational services of different levels (Ainoutdinova & Ainoutdinova, 2017; Chrabaszcz & Gor, 2017; Coyle, 2015; Khalyapina, 2017; Kochergin, 2012; Kryvoruchko, Chervinko & Shamaieva, 2019; Tsehelska, 2018; Zhurat, Davydiuk & Oliinyk, 2019 & etc.), different approaches to teaching a foreign language as an academic discipline in need of continuous improvement are considered (Hutchinson, 1998; Liubashenko & Kornieva, 2019; Meyer, Coyle, Halbach, Schuck & Ting, 2015; Sullivan, 1996 &

etc.). In particular, O. Liubashenko, Z. Kornieva in their research (Liubashenko & Kornieva, 2019, p. 18–25) emphasize the need for more active use of the resource of the dialogical component of assessing students' interactive skills when teaching technical English; as a means of teaching and an alternative tool for assessing the communicative competence of students, the authors propose to implement dialogical joint interaction in the "Teacher – Student" system, the criteria of which can be the correspondence of statements to the topic, accuracy, consistency and tempo of speech, compliance with stylistic and etiquette conventions of the English language in achieving mutual understanding between the participants in the dialogue.

An integrated approach, Content and Language Integrated Learning (hereinafter referred to as CLIL), is being actively introduced into the modern practice of teaching English, the basic of CLIL is the content component of the language continuum (Coyle, 2015; Coyle, Hood & Marsh, 2010; Meyer, Coyle, Halbach, Schuck & Ting, 2015; Khalyapina, 2017 & etc.). In the context of integrated learning, the procedural tendencies of learning English under bilingualism, according to Do Coyle, determine the special status of a foreign language (Coyle, 2015, p. 471–493), defined as a triad: language as a tool of knowledge (language of learning), language as a means communication (language for learning), language as a subject of study (language through learning) (Coyle, 2010, p. 36). At the same time, the student's language training is focused on improving the lexical and grammatical component of the secondary language content. CLIL also pays much attention to the cognitive side of language training, which implies the creation of an effective learning environment that stimulates the development of students' cognitive abilities. Development of thinking skills is directed from procedural cognitive formations (knowledge, understanding) to the skills of analytic-synthetic activity (Coyle, Hood & Marsh, 2010; Meyer, Coyle, Halbach, Schuck & Ting, 2015), which contributes to the development of the cognitive potential of the individual. CLIL is successfully used in the system of subject-language vocational training (Hutchinson, 1998; Liubashenko & Kornieva, 2019 & etc.).

However, the practice of teaching a foreign language in the higher education system, as the analysis of scientific and methodological literature and the authors' own experience shows, requires further optimization (Ainoutdinova & Ainoutdinova, 2017; Foursha-Stevenson, Schembri, Nicoladis & Eriksen, 2017; Kamyanova, 2017 ; Khalyapina, 2017; Tokareva, 2018; Tsehelska, 2018 & etc.). Passive-mechanical (imitation) models of learning a foreign language in a dynamic information society are unproductive. And one of the most important attractors of improving methods of teaching a foreign language to modern student youth is, in our opinion, the correspondence of the teaching practices proposed by linguists and methodologists to *the mental characteristics of the age and socio-cultural development* of consumers of this educational service of the new generation. R. Gardner (Gardner, 2000), in particular, emphasizes the importance of the development of students' speech-thinking activity in accordance with

grammatical schemes and semantic constructs of a foreign language (Second Language) for the full formatting of linguistic consciousness and speech competencies. A. Cleeremans & D. Achoui and colleagues also emphasize the role of mindfulness in learning, which implies the creation of a system of meta-presentations that define target first-order representations (Cleeremans, Achoui, Beauny, Keuninckx & de Heering, 2020).

T. G. Kamyanova expresses similar ideas, drawing attention to the need of forming long-term analytical-synthetic and cause-and-effect relationships in the study of a foreign language, contributing to the "development of foreign language thinking and coherent speech, which guarantees a strong and long-term proficiency in the language" (Kamyanova, 2017, p. 43) and the formation of the experience of artificial bilingualism.

The active speech-thinking activity of a personality in adolescence and student age determines the cognitive development of a growing up person and, which is more important, the identification processes of sociogenesis. The polylingual nature of the life environment of the Internet-Generation representatives necessitates the development of the ability to understand and independently model textual constructs of a foreign language, and, consequently, to the formation of a secondary linguistic personality that generates life creation vectors at the cross-cultural level of being.

The essential characteristics of the secondary linguistic personality are modeled in the continuum of the learning subject's mastery of the linguistic world view of the language being studied and the conceptual world view (Khaleeva, 1989) as a whole, which determines the awareness of a new sociocultural reality for the maturing personality in the system of reflexive and metacognitive forms of mental activity development.

The phenomenology of metacognition is considered by cognitive psychologists as a mental process that allows for involuntary and voluntary regulation of intellectual activity (Verbitskiy & Kofeynikova, 2017 & etc.), the ability to imagine, plan and control current cognitive processes (Heyes, Bang & etc., 2020). Metacognition determines the understanding of the meaning of the content studied and the ability to control cognitive activity, without which effective modeling of the linguistic consciousness structure is impossible. The formation of metacognition skills in the study of a foreign language contributes to the development of effective metacommunication strategies, which S. Kryvoruchko, Ye. Chervinko & Iu Shamaieva consider as a multidimensional self-configuring symbolic process, as well as mechanisms for the implementation and optimization of dynamic speech impact in the linguistic dialogical discourse of the resource being studied (Kryvoruchko Chervinko & Shamaieva, 2019, p. 54–62). In this context, the metacognitive competencies of an individual can be interpreted as the basis for effective learning (Verbitskiy & Kofeynikova, 2017: 123–124; Tokareva, 2018). At the same time, the problem of linguodidactic substantiation of strategies for improving metacognition skills of pupils and students is in the field of active scientific debate. Starting from the initial stages of

learning a foreign language, students are traditionally focused on the completeness and accuracy of understanding and reproducing (remembering) information, and not on developing competencies for solving semantic, problematic tasks in the discourse of the language being studied. The developmental potential of metacognitive schemes is also insufficiently studied, the use of such schemes in foreign language acquisition makes it possible to qualitatively change the vector of the student's language development.

Realizing the discussion content of the indicated problem and taking into account the importance of metacognitive development of student youth in the vocational training system, **the purpose of this study** was defined by us as concretizing the tendencies of teaching English to students of higher education institutions in the modern information society. As a **research task**, we considered an attempt to evaluate the heuristic and developmental resource of metacognitive schemes in the logic of projective-recursive technology of teaching English to students.

Methods

The diversification of speech development of a personality in the changing information space of our time has led to the use in this study of the tendencies of teaching the students of English the evolutionary-synergetic paradigm of scientific rationality, which allows analyzing the acquisition of a foreign language from the standpoint of self-organization of open dissipative systems in the unity of linguistic, methodological, psychological and psycholinguistic contexts.

Taking into account that the contextuality of the linguistic consciousness of the speech subject is formed (in the unity of the system "language – speech – speech activity"), consolidated and expanded in the process of subject genesis, we made a hypothetical assumption about systemic changes in the cognitive styles of organizing students' metacognitive schemes when studying in a rich speech-thinking space using the developmental resource of metacognitive schemes in the logic of projective-recursive technology of teaching English.

At the stage of the ascertaining experiment, we identified the features of students' cognitive styles of thinking as an indicative construct of metacognitive development. The basis of the empirical research was Krivyi Rih State Pedagogical University (Krivyi Rih, Ukraine). The sample of empirical research consisted of 97 students of the Faculty of Foreign Languages of Krivyi Rih State Pedagogical University (hereinafter – KDPU), whose level of English proficiency is defined by us as upper-intermediate. In order to more fully determine the dynamics of the phenomenon under study, the target sample was supplemented with respondents whose level of language training was assessed by us as pre-intermediate: 128 students of non-philological (natural science) profile took part in the study.

As a psychodiagnostic toolkit, we used the methodology of A. Harrison and R. Bremson modified by N. Kondratova – the questionnaire "Thinking style" (Kondratova, 2004), focused on determining individual strategies, means and skills of information processing. The choice of the methodology was due to the

fact that in studies of cognitive personality styles the respondent is not an object of external manipulation, but a subject who has the opportunity to demonstrate his inherent ways of perceiving and interpreting the experimental situation (Kholodnaya, 2004). Primary data processing was carried out by calculating the average and percentage values of the material obtained. When summarizing and analyzing empirical data, the computer statistical program IBM SPSS Statistics 19 ("Statistical Package for the Social Science") was used.

The variables were tested for the normality of the characteristic distribution.

To compare the empirical distributions of the studied parameters, an analysis of variance was performed – one-factor One-Way ANOVA using the criterion for parametric comparison of the values of sample variances of two series of observations (Fisher's ϕ -test).

The second stage of the research work involved testing the methodology of teaching English to KDPU students using metacognitive schemes developed on the basis of the private enterprise "Educational Center" Interclass "(Krivyi Rih), certified as an after-school education establishment in the area of humanities (Tsehelska, 2018). In the course of the research, the quality and effectiveness of teaching English to students was monitored using metacognitive schemes, and the method of conversation with subjects of pedagogical activity was applied, which allows to concretize the trends in the use of projective-recursive technology for teaching English to students.

Results and Discussion

The generalized data of psychodiagnostic measurement of the respondents' cognitive thinking styles (by using the modified technique of A. Harrison and R. Bramson) and the value of statistical significance of differences in the manifestation of the studied indicators between groups of students are given in table 1.

Table 1 – Parameters of statistical significance of differences in the manifestations of respondents' cognitive styles

Analysis criteria Cognitive style	Distribution of respondents by typological groups (%)		Univariate analysis of variance	
	Students of natural science profile 19-20 лет (N =128)	Students of philological profile 19-20 лет (N =97)	Fisher's ϕ -test	The significance level of differences p
Synthetic style	16 % (N = 21)	11 % (N = 11)	1,43	0,24
Idealistic style	44 % (N = 56)	30 % (N = 29)	0,45	0,72
Pragmatic style	25 % (N = 32)	39 % (N = 38)	1,80	0,17
Analytical style	6 % (N = 7)	11 % (N =11)	1,82	0,13
Realistic style	9 % (N = 12)	9% (N = 8)	0,41	0,79

The primary analysis of the obtained data allows to state the dominance of the idealistic cognitive style among students of non-philological profile of professional training (44% of respondents); this is expressed in the tendency to make intuitive, global conclusions, to ignore the detailed analysis of problems, which takes into account numerous facts and formal logics. Young people of this group, more than others, rely in their decisions on the subjective and social factors of the life organization. The analytical style is the least in the system complex of cognitive organization of this cohort of students (only 6% of respondents), this style is characterized by methodical detail in working with information. According to the results of testing, students of philological profile are more characterized by a pragmatic style of metacognitive development (recorded in 39% of respondents), which is determined by the focus on personal experience in assessing the correctness or erroneousness of ideas, decisions, actions. Representatives of the student youth of this group tend to experiment in choosing ways to achieve specific goals, to be flexible in assessing the facts and their own resources. Realistic style, as well as analytical and synthetic trends in the organization of cognitive experience in students are not sufficiently expressed.

Determination of statistical significance of differences in the system complex of cognitive styles between students of different training profiles was performed using the method of univariate analysis of variance (the correctness of the use of univariate ANOVA is confirmed by the level of the Livin criterion for the uniformity dispersions). The results of the analysis showed no statistical differences between the variances of the compared groups (at $p > 0.05$), the average indicators of cognitive styles of thinking strategies for solving cognitive problems between students of philological and non-philological professionalization differ only quantitatively and have no statistically significant design changes. This allows us to interpret these indicators as a general trend in the cognitive development of the youth of the new Generation-Z.

Systematic observation of the cognitive potentials of the new generation of students and long experience of working with students confirms the dominance of clip thinking in the chosen strategies for solving cognitive problems. Clip thinking is characterized (according to M. A. Kholodnaya) by the desire to use visual (image) strategies of perception and information processing, impulsiveness (quick reaction) in the context of multiple choice, making a decision on an intuitive basis, without proper analysis of possible options (Kholodnaya, 2004). The mosaic thinking of the modern Internet generation is determined by the desire of young people to process information in small portions, to perceive and understand texts that fit into a single gadget screen, to quickly comprehend information without complex structuring of semantic and grammatical constructs. In the conditions of absolute availability and global saturation of information, the attention of Generation Z representatives is focused primarily on information content that is interesting, accessible, concise and clearly presented. In this context, there is a reason to believe that traditional explanatory-illustrative format of teaching and learning does little to develop the cognitive resource of adolescent students. The

paradigm of education, focused on the consistent formatting of knowledge, is losing relevance in the modern information society. And, therefore, a significant modification of traditional methods of developing students' thinking competencies in a changing polymodal world is needed. The predictor of learning optimization (especially in learning a foreign language) is a change in the vector of organization of students' cognitive behavior: students must recode the strategy of passive consumption of information in the active transformation and conscious internalization of experience.

One of the expedient ways to implement this task is using in the learning process of conceptual metacognitive schemes to organize the studied material, which confirms the results of the formative experiment on the basis of Kryvyi Rih State Pedagogical University.

The purpose of the experimental research program was to qualitatively assess the heuristic and developmental resource of metacognitive schemes in the logic of projective-recursive technology of teaching English to student youth. For this purpose, a set of learning and developing metacognitive schemes (see, for example, Fig. 1) was created (Tsehelska, 2018). They were developed taking into account the principles of projective-recursive learning technology (Bazhenova, Babich, & Pak, 2019).

MY CITY and TRANSPORT

What building is it? It is a

Where does a work? The is

A works at the

policema police	postman post office	fireman fire station	banker bank
nurse hospital	dentist dentistry	doctor polyclinics	chemist chemist's
shop assistant shop/store	cashier supermarket	florist flower shop	baker bakery
performer circus	singer/ dancer/ musician concert hall	actor/ actress cinema	actor/ actress theatre
zoo keeper zoo	guide museum	gardener park	sportsman stadium
cook restaurant	teacher school	librarian library	driver bus station
cosmonaut space station	pilot airport	sailor port	driver train station

Transport

rocket	spaceship	spacecraft
hot air balloon	plane	helicopter
boat	ship	ferry
train	tram	metro
bus	minibus	trolleybus
car	ambulance	fire engine

Who works at the? What transport goes there?

A works at the. There goes a

to the left of, to the right of, BEHIND, IN FRONT OF, BETWEEN, opposite

Figure 1 – Example of a metacognitive scheme

Projective learning technology is widespread primarily in the field of programming and computer training and is quite effective for open systems with

some degree of unpredictability in development. The functional significance of such systems is revealed in situations of uncertainty and nonequilibrium. This is the system of teaching foreign languages in the integrative context of the development of linguistic consciousness of the individual, which allows to expand the field of application of projective learning technology. Cognitive strategies of organizing human thinking experience regularly demonstrate recursive properties (from Latin *recursiō* – return), to which language is adapted, showing the ability to generate grammatical and semantic constructions that expand the conceptual sphere of concepts, thereby activating the mental activity of the subject. The open space of mental search, specially created for teaching English using metacognitive schemes, allows to conceptualize and modify the linguistic world view, helps students understand the mental structure of a foreign language, which, in turn, develops skills of conscious construction of the information model of communication.

To optimize the methodology of teaching English at KDPU, we purposefully used *metacognitive schemes* containing information about the studied object and its conceptual characteristics.

Metacognitive schemes perform in the process of learning English the functions of a graphic organizer of the thematic context, semantic formation and recursion of the logical-semantic discourse of the studied language. The construction of a denotation graph in the linguistic consciousness of students determines the systematic understanding of grammatical connections between concepts in the structure of the language field.

Metacognitive training schemes were differentiated into groups: according to the intended purpose:

- "grammar lines";
- conceptual schemes,
- algorithmic schemes•
- mental schemes, which are modeled around a generalized idea in the dimensions of a particular language field.

"Grammar lines" are elementary sign systems – pictograms that visualize the sequence of a studied language grammatical or syntagmatic constructions (Fig. 2). Metacognitive schemes of this type create a basis for mastering the logics of secondary language discourse.

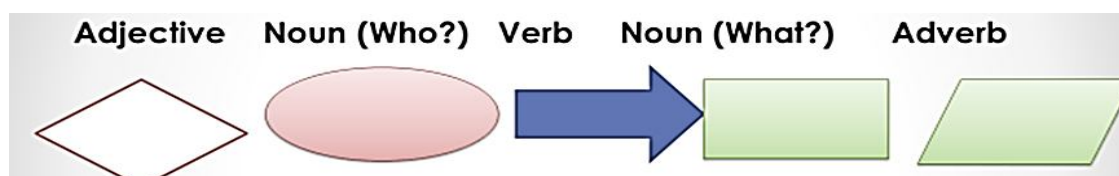


Figure 2 – Example of an elementary "grammar line" – a scheme logical-semantic structuring of the sentence

Conceptual schemes are built like a spidergram (from the English *spider* – *spider*; *spidergram*) – a divariant model of the conceptual sphere of a particular

concept, reflecting the elementary logical-grammatical relations of attributive speech formations. Metacognitive schemes of conceptual type (Fig. 3) provide the formation of students' vocabulary, mastering the experience of word formation, the assimilation of new knowledge into the structure of language consciousness.

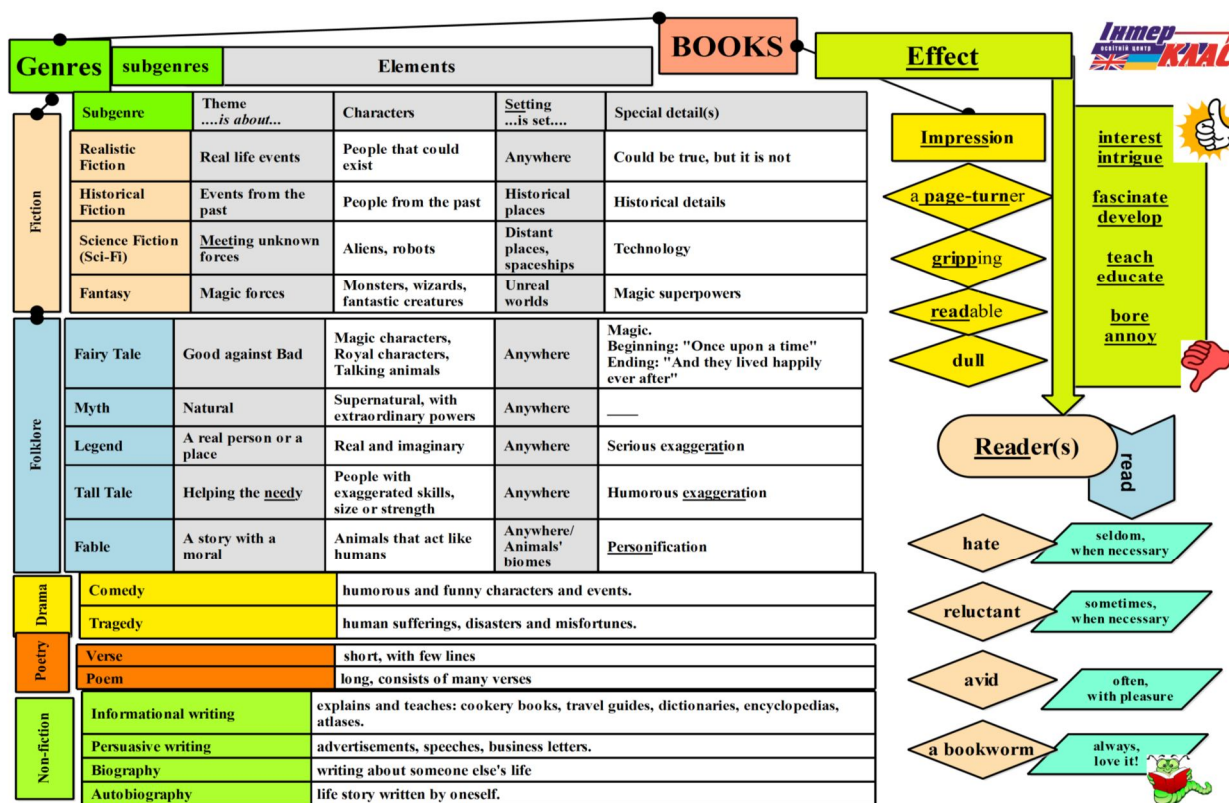


Figure 3 – Example of a metacognitive conceptual scheme

An important place in teaching English is occupied by metacognitive schemes of the algorithmic type (fig. 1), systematizing the experience of organizing students' thinking activities (in complex dynamics from basic algorithmic structures such as sequencing and branching to schemes and patterns (Petrova, Egarmin, 2014)). In this case, metacognitive schemes contribute to a more efficient and conscious structuring of information, understanding of logical dependencies in the coordination of elements of mental denotation graphs of different order in systems of linguistic recursion of the conceptual sphere of the studied concepts. Metacognitive schemes of this type provide automation of speech pattern construction skills in a system of a foreign language syntax. Mental algorithmic maps can serve as an illustration of the thinking process as they restore some missing (new, forgotten or insufficiently assimilated) information to solve the problem, build a semantic support of a heuristic strategy for solving cognitive problems of a certain type (Bazhenova, Babich & Pak, 2019).

The most complex form of metacognitive schemes is mental schemes (or intelligence maps), the model of which generalizes language fields into integral modules and allows students to more consciously use the discourse of a foreign language. For this purpose, it is possible to use a projective-recursive resource of metacognitive schemes of conceptual and algorithmic type. Schemes of this type

can be taught and studied differently: vertically (for example, while working with the scheme "Press" (fig. 3) at mastering of concepts the size, the maintenance, illustrations, details) and horizontally (for example, at making sentences and paraphrasing phrase segments). It allows to establish logic -semantic connections between concepts and varying algorithms for constructing utterances.

Approbation of the method of teaching KDPU students English using metacognitive schemes and monitoring the effectiveness of educational activities confirmed the high quality resource of this form of education. In general, the data obtained as a result of experimental training allow us to state that the proposed method contributes to the modeling of an effective developmental educational environment in the polymodal space of the information community. Visualization and schematization of the student youth's logical and semantic context of thinking activities (Tokareva, 2018) determines the optimal development of foreign language students in the chronotope of the situation of success and in accordance with the appropriateness of age and personal development. The structuring of students' conscious language experience by hierarchically organized models of metacognitive schemes complements and organizes information flows in strategies of thought activity; in this context, learning can be interpreted as an open evolutionary process of modeling the linguistic consciousness of the individual. Therefore, metacognitive schemes can be used at any level of the learning process – in the study of new material, in controlling how the material is being processed, how it is understood, whether the material is learnt completely and how the communicative skills of students develop.

Conclusions

The realities of the 21st century predetermine the need to rethink the teaching strategies of the new generation of student youth. The open polylingual educational space of the modern school provides wide possibilities of a choice of authentic materials that allows to provide a variable creative component of the content of training, especially in teaching a foreign language. Purposeful modeling of ambivalent and dynamic educational environment promotes the development of students' real language space and reality through the means of the studied language, determines the formation of language consciousness and speech culture of the individual. At the same time, ignoring the peculiarities of sociogenesis and age aspects of generation Z development in the process of learning leads to the loss of the resource of sensitive periods of adulthood (and above all – internalization of the experience of artificial bilingualism), destroys cognitive motivation and provokes a formal attitude to learning.

The results of theoretical and experimental research confirm the optimal developmental effect of the metacognitive schemes in the learning process in the logic of projective-recursive technology of English language learning, which significantly expands the contextual field of metacognition. The inclusion of a variable component in the content of teaching using metacognitive learning schemes allows the teacher to design various problem-solving tasks, expand the

subject field and social experience of using the studied foreign language, model personal trajectories of cognitive development of students in foreign language discourse. The method of using metacognitive schemes in presenting language input in the study of English is well combined with other learning technologies, and therefore – allows to improve the process of developing the language consciousness of students. Stimulating the mental resources of students' intellectual activity by consciously constructing a metacognitive structure of speech in a foreign language contributes to the formation of an educational environment filled with patterns of constructive thinking and objectively new ways of modeling the skills of this activity.

A significant predictor of personality-oriented learning optimization is also the consideration of age and socio-cultural aspects of the learners' development. Clipping and mosaic thinking, the predominance of visual strategies of information perception, impulsiveness in solving multivariate problems of the modern Internet generation should be the basis for the modernization of methods of teaching a foreign language.

The results of the study of trends in English language teaching of student youth with projective-recursive technology using a system of metacognitive schemes, in our opinion, can help solve a wide range of theoretical and practical problems related to understanding the dynamic context of semantics of psychological support for polylingual personality development.

The study does not reveal all aspects of the problem of using metacognitive schemes in the continuum of projective-recursive technology of teaching English to students of higher education, but opens up prospects for further study of trends in metacognitive and polylingual personality development in a changing information world. In particular, a promising area of research may be the content of determining the cognitive-affective mechanisms of the development of language consciousness in the modern educational environment.

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2.34 STUDENT ENGAGEMENT AND MOTIVATION IN A DIGITAL ENVIRONMENT

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Presently we all have realized that shifting to the digital format of communication and learning takes a while and we feel strongly the necessity to raise the problems that appear, particularly in the light that we might expect to use a blended form of teaching-learning in the future, that is combination of face-to-face and online studies. Some of the issues under concern include: how to engage and motivate students to participate, how to keep students' attention, how to make the process as effective and authentic as face-to-face teaching and how to maximize presence feeling while teaching in a digital environment.

Every university wants to get the maximum benefit from its eLearning initiatives. A key element of successful eLearning is to keep learners engaged in the course.

Some steps to successful engagement might include:

1. Thorough design of learning materials. We should keep in mind that the temptation to choose the closest teaching means and tools to those we use in-class can lead to dramatically long sessions, which are not easy for the students to survive.

2. Constant communication possibilities such as tutorial sessions, messaging / chats / forums, round-table evenings to bring students and teachers together, student unions, associations, communities and social events on the media are particularly necessary for the students who live in remote areas in order to feel engaged, not to feel isolated and to be able to discuss the problems which appear.

3. Setting the rules will help to avoid many questions and misunderstandings in the learning process and create a clear vision both by a teacher and students how the lesson is structured, tasks assigned and assessed. All the rules we are setting should be discussed in advance. The rules should be the same yesterday, today and tomorrow. They can include:

- to avoid everyone speaking at a time (we may suggest for everyone being on a mute mode except the teacher and one / two of the students at a time)
- how to ‘raise a hand’ in Google Meet / Zoom (tell those who volunteer to answer to turn on their microphones or use a ‘raise a hand’ button)
- assessment / evaluation criteria should be clear, that will increase both performance and motivation. A mistake to avoid here is that checking how much your students are engaged while assessing might be too late.

It is obvious that motivated students are much easier to teach. Students who are interested in learning do, in fact, learn more. Quite a lot of research and academic articles (1; 3) point out that instead of figuring out who is to blame for the lack of engagement, we should try to observe the world from the learners’ perspective. For our students to be engaged in learning, we need to appear engaged as well. To put it simply – if we are excited about teaching with a certain method, the students will share our excitement as well.

Some methods to motivate students include: explaining the course material clearly, summarizing material to help students to remember what was covered at the lesson, making it clear how each topic fits in the course, being able to change approaches when needed. Also, students appreciate a lot if their teacher is available to provide help and advice, avoids using too much criticism of their academic performance (otherwise gives reasons for it) and what is quite important, when a teacher is an easy-going person able to use humor to the purpose.

To engage and motivate students to learn, the best solution would be to make the subject interesting. Why not try to make a habit for them of writing on every lesson they have (questions, their own research, what they liked / disliked, what was easy / difficult, etc.)? Students’ portfolios made by learners might be their blogs. We can individualize not only the instruction but the assessment as well, creating student portfolios, where we will post assignments and lesson summaries of the lessons.

A good idea is to refrain from using the textbook daily and try to find similar topics online. If students are tired, in a bad mood, or simply not ready to participate actively, teachers might try to be spontaneous, starting a debate on the previously selected video or the article they have already read. To use gamification to the purpose, we should think about the content that is crucial in the curriculum, make a list of the topics to cover and decide on the appropriate ways to gamify them. Thus teachers can create vlogs as homework, suggest their students to interview people on a specific topic and include many more activities which will bring great results.

Using group work and projects will always be beneficial as group work makes everyone collaborate, and even just observing is a form of collaboration. Completing projects is meaningful because we know we would all love to see and share the result.

Another pedagogical model well applicable while teaching online is ‘flipped classroom’, in which students gain first exposure to new material at home through reading and / or videos so that they focus on using that knowledge through

discussion, teamwork, and problem solving in the classroom. This approach allows students to learn about the topics outside of class, at their own pace, and come to the class informed and more prepared to engage in discussions on the topic and apply their knowledge through active learning (2; 4).

Some of the strategies to get and keep students interested in learning are to know who your students are, establish the relevance of the course material, involve students in choice of materials, arrange learning tasks at levels appropriate to students' abilities, give feedback as soon as possible, while offering positive comments rather than negative ones, and encourage students to do their own research. We should not forget about teacher-student interaction, though let students actively participate.

Here are several tips shared by Graham Stanley (5), we should remember when teaching remotely:

- Make sure the background isn't too busy. Learners might try to read the titles of the books on the shelves behind you, rather than being involved in the lesson.

- Make eye contact by looking at the camera lens. Look directly into the camera lens rather than at the screen. Learners will feel you are looking them in the eye.

- Check your screen presence. Test the camera to make sure you are not showing half of your head or facing the camera at an angle that is too low or too high.

- Face a window or another light source, rather than having the light behind you.

- Don't just be a talking head. Stand up or move closer to the camera, when appropriate.

- Use gestures and facial expressions. Exaggerate gestures and facial expressions when teaching live online, or they will not be visible on small screens. We can try this on a video call with colleagues, or record ourself doing a practice run of the class using screen-capture software and see how it looks when watching the recording. You can also communicate with body language. For instance, hold eye contact to show your learners that you are listening with interest. Beckon them on with your hand if you want them to say more, or spin around in your chair in front of the camera waving your hands in the air if you want them to know you are really pleased.

- Think about your posture. Don't slump. Make this easier on yourself by using a comfortable, adjustable office chair, with arm rests.

- Use your voice in different ways. If learners feel the teacher's voice is patronising, too loud, or monotonous, then they may respond negatively. On the other hand, if your voice is expressive and lively, learners are more likely to take an interest in what you say.

- Vary your volume, depending on what you are doing. Learners pay more attention to you if the volume of what you are saying increases and

decreases. They will prick up their ears when you speak loudly and try to listen more carefully when you lower your voice.

- Change the tone and pitch of your voice to show a mood or emotion. Put more energy into what you say to help liven up tired learners, or speak calmly to quieten down overexcited ones.

- Consider the pace of your voice. Be aware of when and for how long you pause, and how quickly or slowly you speak. The rate you speak should be tailored to the level of your learners. Speak more slowly to beginners, and at a more natural pace to advanced learners.

- Minimise distractions.

- Take yourself off screen. You can introduce realia on screen, showing real objects to illustrate the material. You can also move out of view of the camera and show a small portable whiteboard.

- Be familiar with your technology. Have websites and links to other digital resources open before the class. You can have these ready in several windows, and switch during the lesson.

- Prepare to troubleshoot. It's important to have a plan B. Always have an alternative platform available if you have problems.

Making the process of learning in a digital environment as effective and authentic as face-to-face teaching is the task number one. Pre-watching demos and videos works well enough – lots of online lectures and tutorials from the best world's universities are available nowadays. Also, presentations and projects help to maximize presence feeling and enhance collaboration.

Effective edtech application is important in the modern classroom, but we need to make sure that we incorporate it meaningfully into our curriculum. Popular apps include *Edmodo* (Facebook for learning), *Padlet* (interactive board), *Mentimeter* (surveys and brainstorming tools), *Quizlet* (individual flashcard vocabularies), and *Canva* (designing tool). Also, we should try to limit the number of apps in our classroom, if we do not want to overwhelm ourselves and our students as well. Here are short activity ideas conducted with these apps (3):

- *Mentimeter* is really fun because students can go and type their answers just by using a code. It may be used for brainstorming.

- With *Quizlet* students can create their personal flashcards.

- *Canva* can be used to design basically anything, and teachers mostly use it to make worksheets.

- *Padlet* is a tool where we can write down things in small text boxes until we make a board full of texts. We can also add photos, videos, and even record audios straight in the Padlet.

Besides, social media can be used to our advantage for learning and we could have our students use their phones and computers to learn, for instance, to post tasks for different kinds of activities.

Tools and tech solutions to meet most common teacher's needs are listed next:

- need to have a virtual place to stay in touch with students and give assignments: *Moodle*, *Google Classroom* (user-friendly, no distractions), *Edmodo* (a social network similar to FB), *Telegram* (a messenger that students normally know how to use)

- need to give live lessons: *Google Meet*, *Skype*, *Zoom*, breakout rooms in *Zoom* (to work with small groups), *Webroom* (up to 8 people with breakout rooms and no registration)

- need to have a whiteboard (unless it's integrated): *miro.com* (virtual board), *Bitpaper.io*, *Paint*, *Google Slides*

- need to have digital teaching materials: *Learning.apps*, *Liveworksheets*, *Wizer.me* (more elaborate but registration needed)

- need to present information which can be done with screencasting: *Loom*, *Zoom*, *screencast-o-matic*.

Though it looks as a rather challenging task to motivate and engage learners when teaching online, innovative instructional methods and modern technologies can give a break from traditional activities through immersion into the foreign language environment, they are learner-centered and largely appreciated by students.

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2.35 PEDAGOGICAL SUPPORT FOR THE FORMATION OF UNIVERSITY STUDENTS' ABILITY TO CARRY OUT RESEARCH ACTIVITIES BASED ON ACADEMIC HONESTY

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Higher professional education in Ukraine is going through a compound process of transformation, one of the most important goals of which is the implementation of a competency approach, complex training of a specialist that is capable of professional growth, self-development, and ready to carry out latest scientific research in a particular field of knowledge. For a modern graduate of university, it is not enough to have only deep knowledge of a subject and practical skills and abilities. The formation of a student's ability to carry out research activities is no less relevant today, but the most important thing in its implementation is the observance of the principles of academic honesty.

According to the results of the review of modern scientific publications, it can be stated that scientists and teachers studied the issues for the formation of university students' ability to carry out research activities mainly in the context of its influence on the formation of students' professional competencies and further competitiveness of graduates in the labor market. In particular, this aspect of the problem is examined in the works of V. Belyaev, T. Tolstoy, A. Dronin, A. Egorova, A. Savchenko, N. Sidorchuk, L. Tkachuk, I. Frolovoi, etc. From this point of view the research activities of students are considered by the scientists as a means of their professional training, different in all characteristics of educational and cognitive activity, namely, it involves the study of a certain object of pedagogical reality in the process of solving a cognitive problem of a problematic nature. At the same time, it bears the signs of creative activity, actualizes the creative potential of an individual in the aspect of developing his own "vision" of ways to solve a problematic task [1].

Academic honesty as the basis of a scientist's research activity and the consequences of its non-observance is more than ever a question of vital importance for Ukrainian science nowadays. In fact, it is unacceptable when "scientific papers (from course papers to PhD dissertations) are written to order, student papers are sent from course to course only with modified title pages, other people's thoughts are paraphrased in scientific works and passed as their own without reference to their real author, when the purpose of scientific research is not a new scientific knowledge" [2, p. 9].

The issue of academic honesty is positioned as a defining principle of the scientific activity in the works of such scientists as A. Artyukhov, G. Barbato, R. Bezus, J. Bailey, M. Garfinkel, M. Doichik, Y. Epifanova, Y. Kraschenko, A. Koldovskiy, M. Roy, V. Satsyk, T. Seryogina, N. Sorokina, E. Stadny, O. Stryamets and others. In their works, these scholars express the point of view that the life and work of a scientist (including a young scientist and a student who

is conducting research) must meet the standards and traditions of academic honesty to counteract the significant deformation of the educational environment, make it transparent and able to resist external pressures, to defend their positions. But, despite the fact that the introduction of the principles of academic honesty in the educational and scientific environment is quite an urgent problem today, the peculiarities of pedagogical support for the formation of students' ability to carry out research based on these principles are rarely the subject of scientists' attention.

Article 42 of the Law of Ukraine on Education (2017) defines academic honesty as “a set of ethical principles and statutory rules that participants of the educational process should guide during training, teaching and conducting scientific (creative) activities to ensure confidence in learning outcomes and / or scientific (creative) achievements” [3]. Necessary for the observance of academic honesty in the research activities of applicants for education is “references to sources of information when using the ideas, developments, statements, information; observance of norms of the legislation on copyright and related rights; providing reliable information about the results of their own educational (scientific, creative) activities, used research methods and sources of information” [3].

The foundations of academic honesty include the prevention of academic plagiarism, self-plagiarism, fabrication, falsification of data or facts, copying in the process of their own educational (scientific, creative) activities. The formation of university students' ability for research activities should be carried out based on observance of the principles of academic honesty.

An important statement that formed the basis of our pedagogical support for the formation of the university students' ability to carry out research activities based on academic honesty was the idea of M. Knyazyan on the systematic implementation of research. Thus, the scientist states that the best way to provide awareness of students to research activities is the organization of development of their scientific knowledge in the three-phase period:

- at the level of the preparatory phase – acquaintance of students with the most important characteristics of scientific research (infrastructural analysis of scientific industry categories, creation of the bank of key definitions, analysis of scientific approaches), as well as with the taxonomy of the purposes of scientific research;

- at the level of the modification phase – definition of the content of the text structure with the corresponding ordering of concepts; creation of the conceptual apparatus of research; development of conceptual constructs; writing analytical essays;

- at the level of the creative phase – the formation of a conceptual synthesis scheme of research, preparation of the author's system of research activities, self-diagnosis of current scientific achievements [4, p. 109–111].

The development and implementation of appropriate pedagogical technology is considered to be the basis of pedagogical support. The technology of formation of university students' ability to carry out research activities based on

academic honesty is understood as a set of university teachers' interaction. Its aim is the formation and development of the student's personality as a future scientist and (or) specialist, guided by principles of honesty, as well as the system of goals, content, methods, forms, means, and techniques of training, types of control and correction, that are gradually introduced into university educational process and guarantee the achievement of the final result.

The components of the technology for the formation of university students' ability to carry out research activities based on academic honesty have been identified: descriptive and target-oriented, scientific, procedural and practical, evaluative and reflective components.

The main elements of the descriptive and target-oriented component of technology are the goal (formation of university students' ability to carry out research activities based on academic honesty), task (motivation of students to scientific knowledge, attempts of self-expression in various types of scientific products; mastering the knowledge that gives an integral view of scientific activity, scientific text, scientific communication, the principles of academic honesty; formation of scientific activity skills based on observance of principles of academic honesty, providing opportunities of students' scientific self-expression in various types of interaction with subjects of scientific and professional community), components (motivational and reflective, cognitive and communicative, deontological, organizational, evaluative and effective) and preliminary diagnosis of students' ability to carry out research activities (diagnosis of the formation of motivation for scientific activities, level of scientific knowledge and skills, focus on activity in scientific communications on the deontological component of scientific activity).

In terms of the scientific component, the methodological foundations and principles of the implementation of the technology for the formation of university students' ability to carry out research activities based on academic honesty were noted.

The main approach of the proposed technology is defined as personal and activity approach, which assumes that the means of learning and personal development is an active and creative students' professional activity, in the process of which he does not only acquire available knowledge, skills and abilities, but also masters the ways of this assimilation, way of thinking and activity, develops his own creative potential, forms professionally significant qualities.

We should note the important role of systemic, resource (taking into account the internal potential of the individual, which together with motivation allows to achieve result in scientific projects, research and their demand by society) and deontological (providing standards of morality and law in scientific activities, duties and responsibilities of a scientist to society for the authorship of a scientific idea, concept, product) methodological approaches that formed the basis of this technology. The development of technology for the formation of students' ability to carry out research activities based on academic honesty was based on the

principles of continuity and prospects, consistency, increasing complexity, activity, subjectivity and honesty.

The procedural and effective component included the content of training (updated content of academic disciplines) and forms of research activities (lectures, seminars, practical studies, competitions, approbation and presentation activities, collective scientific products, creation and publication of scientific articles, science education communication (in particular, volunteering)).

The main disciplines, that were used as a basis for the implementation of our proposed pedagogical technology, were the following disciplines of the social and humanitarian cycle: "Ukrainian language in the professional field", "Foreign language", "Fundamentals of law", "Fundamentals of scientific research" (the discipline was taught before students wrote a course paper in their specialty).

During the classes in these disciplines, teachers prepared students for research activities, laid the foundations of the conceptual apparatus of scientific discourse, the structure of various types of scientific products. The experimental study was conducted by us on the basis of students of the architectural speciality of O.M. Beketov National University of Urban Economy in Kharkiv. Therefore, in order to implement this pedagogical technology, we have used the disciplines of the professional direction – "History of architecture, urban planning and art", "Architectural design" (course paper), "Architectural modeling", "Fundamentals of district planning", "Urbanism", extracurricular scientific activity and others.

In the evaluative and reflective component, the criterion and indicative apparatus of the technology is determined and the reflection of the results of its implementation is presented. Reflection is understood as "a person's ability to self-observation, self-knowledge, introspection and awareness of the external assessment of personality traits by other people, which results in a critical assessment of one's own actions, achievements, resources, personal qualities and, if necessary, their correction" [5, p. 102].

It should be noted that the full qualitative assessment of the implementation of our proposed technology should be based on double reflection (i.e. reflection from the point of view of the subjects – teachers who implemented this technology, and objects – students who were involved in its implementation). Thus, the reflection of students on the level of personal ability to carry out research activities should be organized in the process of analyzing the results of their activities, in which students were directed to self-analysis and self-evaluation.

To assess the effectiveness of the introduction of technology, a criterion and indicative apparatus that provides an opportunity to measure changes in the level of formation of university student's ability to carry out research activities based on academic honesty have been identified. Such criteria as motivational and reflective (indicators: motivation for scientific activity, motivation for success), reflectivity, adequate self-esteem, level of claims); cognitive and activity (indicators: scientific knowledge, activity in communication, organization) deontological (indicators: legal knowledge, academic honesty) have been identified.

To measure the qualitative changes of each of the proposed indicators, the following methods were chosen: the method of studying the motivation for success (avoidance of failures) by A. Rean; the method of studying the level of reflexivity by A. Karpov; the methods of studying the level of self-esteem by S. Budassi and the level of aspiration by I. Schwarzlander, as well as the original questionnaire to motivate students to research; measurement of scientific knowledge on the content of control questions of the program of discipline "Fundamentals of scientific research"; research on the formation of active communication skills and organization according to the questionnaire; test "Copyright and related rights" of Lutsk National Technical University, the original questionnaire "Academic Honesty".

The result of the implementation of technology is the formation of university students' ability to carry out research activities based on academic honesty through the proposed forms and methods of pedagogical influence.

In the process of implementation of pedagogical support for the formation of university students' ability to carry out research activities, we considered it right to fight not only with individual manifestations of academic dishonesty, but above all with the reasons that create favorable conditions for its existence in the modern educational and scientific environment. In this way, it was effective to carry out a certain set of activities:

- motivation of students for scientific knowledge, self-expression in various types of research activities;
- development of interest in the content of the discipline (strengthening its practical orientation, emphasizing the connection between the content of educational tasks and specific professional tasks according to the profile of training students);
- mastering the knowledge that gives an integral view of scientific activity, scientific text, scientific communication, the rules for performing research work and the principles of academic virtue;
- explaining to students the goals of academic honesty, the causes and types of violations, possible consequences and ways to deal with them;
- development and adoption of a "Code of Scientific Ethics" by students that promotes values such as professionalism; sincerity, honesty and openness; responsibility and good faith; respect for the honor and dignity of the individual; support of the business reputation of the educational institution and contains obligations to comply with generally accepted moral and ethical standards and to prevent manifestations of academic dishonesty;
- development of a creative approach to educational activities, providing opportunities to identify scientific creativity, responsibility for scientific products, support for research, creative activity of students, interaction with subjects of the scientific and professional community.

We believe that the pedagogical support of the formation of university students' ability to carry out research activities based on academic honesty is to ensure the implementation of a set of components of appropriate pedagogical

technology for the full implementation of this process: descriptive and target-oriented, scientific, procedural, evaluative and reflective. Our research allowed us to conclude that the pedagogical technology presented in the article is a reference point for the development of methodological competence of teachers in the process of pedagogical support of university students' ability to carry out research activities based on academic honesty and allows implementing and improving this process in practice.

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2.36 TRADITIONAL AND NEW APPROACHES TO EDUCATION: BLENDED AND ONLINE LEARNING

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The introduction of new approaches to the modern education system, namely blended and online learning, in the educational process of institution of higher education creates new opportunities for the implementation of distance learning, positively affects the work of students, their activities, motivation, consciousness, provides opportunities and conditions for transition from learning to self-education. Currently the issue of organizing blended and online learning in universities is becoming especially important and relevant as new IT technologies

are being developed extremely rapidly, which are effectively used in the educational process of universities, especially in the COVID-19 pandemic. The use of information technology in recent years has significantly changed education itself, so blended and online learning has become one of the most promising areas of education in the modern world.

In recent years blended and online learning has developed rapidly. A number of scientists such as J. Munen, R. Delling, G. Ramble, D. Keegan, M. Simonson, M. Moore, A. Clark, M. Thompson, M. Bolyubash, O. Kirilenko, M. Koval, O. Musiyovska, E. Smirnova-Trybulska, O. Khmel, P. Podkasty, S. Shokalyuk, R. Shulmina, B. Shunevych, I. Kozubovska, V. Oliynyk, E. Polat, A. Khutorsky and others have studied the problems of blended and distance education in their works. However, the application of the above new approaches in the system of modern education requires further research.

In pre-technological times traditional teaching methods largely depended on printed materials, as assignments in the classroom were performed from a textbook, and homework, in turn, was completed in a notebook. However, now the dominance of technology and its place in education has changed it in general. The end of the 20th and the beginning of the 21st century is rightly called the time of information technologies. The advent of technology such as personal computers and laptops has made them an extremely convenient tool for practical application in various fields of human activity, including university education. The development of multimedia technologies, which can be used in the learning process to use various information formats, such as text, graphics, video, sound and animation, has prompted the increasing use of computer technology in higher education. You can use a computer to practice a variety of activities, such as reading, listening, writing, and speaking. An interactive way of using multimedia tools can, depending on the task, transform a computer into a teacher who teaches, an interlocutor who helps to discuss different topics, depending on the needs and desires of the student, which, in turn, diversifies the student's activities, as a result of which the learning process becomes exciting and arouses more interest. As Zhang Zhen notes: "Multimedia is a way of presenting information that using various sounds, images, animation and other effects is of great interest to students" (10). With the advancement of technology around us, the learning process is changing. We see that the possibilities of online learning methods have contributed to a new teaching approach that can complement classroom learning. Teachers know that teaching and learning can be done outside the classroom and it has huge benefits to learners.

Today the issue of distance learning in the educational process immediately arises, which is necessary to ensure its effectiveness in the future. In recent years information technology has made significant changes in the educational process in many countries. New pedagogical approaches have begun to emerge, teaching hundreds of thousands of people. S. Kudryavtseva, given the experience of various educational institutions around the world, identifies the following motivational reasons for many countries around the world to transition to distance learning:

- improving the quality of education;
- advantages of new information technologies;
- growing demand for a new form of education;
- income;
- the possibility of constant interaction between teachers and students;
- the need to survive in the information society;
- the possibility of the cost reducing of education reorganization (2).

A special place among the new learning approaches deserved blended learning and distance learning. According to the normative document "Regulations on distance learning", which was approved by the order of the Ministry of Education and Science of Ukraine No. 466 of 25.04.2013, distance learning is ... an individualized process of acquiring knowledge, skills and ways of human cognitive activity, that takes place mainly through the indirect interaction of distant participants in the learning process... " (3, pp. 1, 2). The organization of distance learning requires a specialized environment with the use of information and communication technologies. The advantages of such training are the ability to learn and perform a variety of tasks anywhere, anytime, at any time convenient for everyone. The main requirement of such training is the presence of a computer (5, p. 152).

What is online learning? This approach is essentially a learning environment that exists online. Students can study at their own pace, do their homework at a time convenient for them and manage their studies independently. The most useful aspect of the online learning approach is more data to connect to, which means being able to track progress, analyze numbers, and apply knowledge. Teachers can create an online classroom environment where they conduct interactive activities, various surveys, create discussion rooms and offer other team-based tasks, all online. This type of work allows students to move on to homework outside the classroom and, moreover, allows them to engage in additional learning at a time that is convenient for them, as the Internet environment facilitates this.

Although distance learning allows students to be creative when doing homework, sometimes there are some problems as this approach depends on access to technology, a secure connection to the Internet, and the discipline of the students themselves. Sometimes, when posting information online, you can, for example, accidentally turn off the sound or just be distracted by other things in your phone. And for teachers there are administrative challenges associated with transferring all their work to the online environment, learning and improving their skills on the platform to understand how to get the most out of the online classroom environment. One of the main conditions for the informatization of education is the readiness of the teacher to apply and use computer technology, which will help make the learning process more accessible to the younger generation and improve it. V. Bykov notes that "in the activities of educational institutions of all types and levels of accreditation, the problems of informatization should be given priority" (1).

Blended learning can be implemented when a number of problems need to be addressed, for example in the case of universities blended learning can be an integral strategy to address problems such as lack of classrooms and a way to encourage teacher-student collaboration. For teachers this learning approach can provide new opportunities for the introduction of technology and the transition to online learning, and for students it offers a convenient combination of online learning with socio-educational interaction (4). But a little practice and a clear plan from a teacher can make online teaching very effective. For example, if students miss classes for some reason, teachers may provide them with an online entry or a PDF file that contains an overview of the missed material. And in the days of COVID-19, when there was a challenge around the world and the question of how to interact with a student-teacher without physical interaction, students can attend classes from anywhere, and they do not need to be physically present in the classroom. Teachers can provide students with information in the form of electronic or video lectures, as well as conduct seminars, trainings, practical classes online (8, 9).

Thus, blended learning is a combination of traditional face-to-face learning and online learning. The best approach for blended learning is homework that includes an online element, as it opens up a flow of opportunities to gather information, understand learning habits, and students' strengths and weaknesses. Doing homework online allows you to track everything and this is the value of such work online, so giving homework you can see which students are actively learning and how much time they spend on each of the actions, in addition, it gives the teacher more information about those areas in which students succeed or have certain problems. With the help of such data, you can see the results of students and understand where they need more support and attention from the teacher. They may need help with grammar exercises or listening. This approach will help even the teacher to look differently or change the method of his teaching and focus on certain areas, while maintaining the traditional environment in the classroom. Personal participation is a key element of blended teaching, where the teacher can still achieve face-to-face group work and project work in person, and the homework element is noted online.

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2.37 OH NO, NOT YOU AGAIN!

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Transcript of the Speech at the All-Ukrainian Online Symposium

MEETING CHALLENGES OF TODAY: QUALITY ASSURANCE

OF BLENDED LANGUAGE TEACHING/LEARNING, 12 March 2021

organized by Dnipro University of Ukraine, Chernivtsi National University after Fedkovych, Kryvorizhskiyi National University, IATEFL Ukraine, TESOL-Ukraine

Before writing about teaching online, I would like to share with you an Australian story about a man who had a poor friend. One day he saw his friend limping down the street; limping because he was wearing only one shoe. He asked his friend if he had lost a shoe. “Nah, mate,” his friend replied with a cheerful smile, “I found one.” Sometimes in our real life things are so obvious we miss them. What I want to share with you today is a lot like that.

There are many things said about online teaching – true, some partially true, and some...well, they are lies. One that is not true is that online teaching can be

challenging. A true one? Online teaching is **always** challenging and it is more difficult with groups of students than it is for one-on-one teaching. There are several ways you can use to teach online, several formats that work, and each has aspects that are both positive and negative. Regardless of which methods you use, and hopefully you use different ones in different situations, there is one common factor that can greatly assist your success as a teacher. It can also guarantee your failure. What is this factor? It is you. And the last thing you want your students to say is, “Oh no, not you again!”. Being the bubbliest, brightest person in the room can help you be an engaging teacher. However, it certainly does not guarantee you will engage the students.

Over the last year or so, we, teachers of English, have discovered that teaching online requires different skills compared with teaching face-to-face. There are new challenges and obstacles to overcome. During that time other teachers shared with me you cannot get as close to your students in an online classroom. Respectfully, I disagree. There are no back seats in an online classroom and no corners to hide in. For instance, at this online event you are all in the front seats and I am looking at you all the time and I am close to you. You cannot hide from me, can you, Svetlana? Nor you, Maryna. Is it true for your class as well, Kateryna?

Over the last year, I have been trying to determine the single biggest factor that will help you be the best online teacher. I have spoken to best teaching educators across the world, to teachers themselves, to distance education schools, and (most importantly in my opinion) to students. The overwhelming majority of people I spoke to, said the same thing. The single most important ingredient to success in teaching remotely from your students is to be an engaging teacher.

Engagement is a two-way street. Both the teacher and the student have to choose to be engaged. Like dancing, it is more successful and a lot more fun when you have a partner, but engagement in classrooms including online begins with the teacher. We may think about our answers to three important questions:

- What does it mean to be an engaging teacher?
- What characteristics does the engaging teacher have?
- What does an engaging teacher do that sets them apart?

There are hours of explanation here, it is impossible to cover it all today. Anyway, I will be concise and practical to present the key ideas. Let us start by looking at the common characteristics of engaging people. Engaging people have the following characteristics: they form meaningful relationships, listen, praise and encourage, enjoy themselves, laugh, and, finally, they are positive. Did you notice that, in that list, there is no mention of bright, bubbly personalities? Something else you should understand is that all those characteristics are intertwined. How does being an engaging person differ from engaging teachers? The simple answer is that it does not. However, it is a bit more complex than that so what can you do to become an engaging teacher.

I am going to concentrate on the following points: forming meaningful relationships by listening, praising and encouraging, because the last three should be self-explanatory.

Form Meaningful Relationships with Your Students by Listening

Teachers need to build trusting relationships with students to create a safe, friendly, positive, and productive learning environment. One of the most important parts of building relationships is listening to students, really listening so that you understand what they are telling you. If you listen with a view to answering which, if we are honest is what most of us do, you are **not** listening. When a student has told you their problem, repeat what they have said using different words and ask if that is what they meant. Sometimes what they are saying is so obvious you do not need to do this. Even if you are wrong a little, that student (and every other student in your class) now know you are hearing them and are empathetic. You are already many steps down the road to building better relationships. However, there is much more you can do to build relationships with your students. These practical ideas may help:

- avoid too many videos and electronic presentations, short and precise videos will focus attention better. Keep your face on the screen a lot. It is about you connecting with them. That is what you are trying to create. Too much time away from human faces – yours particularly – will drain energy and engagement and undermine what you are trying to do;
 - dress in warm colors, it is friendlier;
 - keep your face well lit, smile a lot;
 - use the students' names more than you would in a physical classroom;
 - ask them how they feel about the subject and about the difficulties they are experiencing;
 - tell stories about your experiences of learning or practicing English;
 - do not write on whiteboards while teaching remotely – by doing that you will break the engagement you have worked hard to create, write it in advance and have it covered or use a PowerPoint slide;
 - do not be afraid to tell them about mistakes you have made;
 - take time to have a short one-on-one video call or write a quick email to them to encourage or support them or provide some personal feedback, online students often feel lonely and unsupported;
 - find out what they like and build some of those things into your lessons;
 - laugh when you make a mistake, it frees them up to laugh too;
 - let them ask questions about your career and your experiences;
 - let your students know what days or time frames you will be online and how they can contact you outside of those hours; make sure they know the best communication methods, but never give out your email address or contact details to a student.

Have you noticed that all the things I have just mentioned are all about making you human, approachable, and normal? You want them to feel you are just like them. It is about building trust with you and within the group. It is about

building meaningful interaction with your students so they also do it with each other. Students learn best when they feel safe, see meaning in what they are learning, and are connected.

The feeling of belonging is a strong driver of engagement. We all need to feel that we belong somewhere. There is another idea that works: set up an online class community (your IT department should be able to do it for you) and then engage with them through online posts, forums, or social media; when people see teachers putting time into discussions, tips, and engagement, they will be more encouraged to participate themselves. Through these engagement techniques, you will develop strong professional relationships with your students and make their experiences far more personal and memorable.

Praise and Encourage

Any psychologist will tell you that praise and encouragement are one of the basic building blocks for human development whether it is a child saying their first words or an old person learning to walk again after injury or surgery. So, find reasons to praise your students while they work as well as after assessments and build a culture of peer encouragement within your class. All these techniques work:

- comment on a document as it is drafted online;
- drop into a chat room to mention their achievements publicly;
- acknowledge students in class, every word of praise builds that confidence they need to achieve and overcome obstacles;
- develop your course around skills you know the students already have while encouraging the development of new ones;
- build into your classroom co-operative activities and peer reviews.

Any activities which require internet research or reading should be set as homework or assignments. Make sure you encourage them do that heavily in advance and praise those who do it. Encourage students to share one of their life experiences when using, for example, just one verb tense in a two-minute talk. Praise such tasks using superlatives wonderful, fantastic, excellent, and so on but add extra enthusiasm and smiles to compensate for the body language students cannot see online. What is really important: never praise low-quality work. Instead, encourage the student to produce something better. If you accept substandard then you are telling students that the standards you told them you wanted are a lie. In any case, you should have stopped this back at the draft stage or in-class exercises. Using appropriate levels of praise and encouragement, address problems with feedback and in one-on-one sessions long before you are assessing or grading their results. One-on-one discussions are great opportunities to encourage and praise specific areas of a student's development. Skillful feedback does not just tell a student their performance or work is acceptable or unacceptable. It empowers students to self-correction and adjustment. Be sure to make your feedback actionable, frequent, detailed, and targeted. If you do, students will understand you want them to succeed and are supporting them.

If you want your students to grow, encourage them to take a risk occasionally. Do this by going out on a limb yourself now and again. It can be very powerful. Those of you in attendance at Kryvyi Rih in February last year saw me get down on a knee and ask someone to marry me to make a point about planning your future actions. She responded with a giggle and a yes but I had planned an exit strategy if she had said no. All good fun but by going out on a limb my point about planning was powerfully presented.

Outside class, engaging teachers make a point of being approachable and willing to help students. They avoid providing answers if possible and instead, guide and encourage students to take an active role in working through their difficulties. However, engaging teachers always take time to work through concepts in detail with those who genuinely need attention.

I know you want your students to learn, get understanding of the content and master skills. You will be more successful if you demonstrate empathy with students, anticipate problems, show the relevance of your subject, and encourage students to develop in a variety of ways. Engaged teachers observe for signs that students are failing to keep up, bored, or do not understand. Encourage student feedback in and outside class. Encouragement and praise are strong motivators and motivation is a key to effective learning. I am sure you know how encouragement and praise work together with building meaningful relationships, so let us summarise the key points of teaching online.

- Engaging teachers to form meaningful relationships, building trusting, supportive, safe, positive, and productive classrooms. They use a variety of techniques and methods or even tricks to achieve this.
- Engaging teachers listen empathetically to their students and assist in specific areas as a response.
- Engaging teachers praise and encourage building stronger relationships and pro-actively nurture students as they grow and develop.
- Engaging teachers enjoy themselves while they are teaching they are fun to be around, often entertaining, and that is infectious.
- Engaging teachers laugh often; at themselves and at life in general which is also incredibly infectious.
- Engaging teachers carry smiling positivity everywhere with them, which spreads faster than coronavirus.

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ІННОВАЦІЙНІ МЕТОДИ ВИКЛАДАННЯ
ІНОЗЕМНИХ МОВ**

МОНОГРАФІЯ

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