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Викладання мов у закладах вищої освіти на сучасному етапі. Міжпредметні зв'язки: Тези XXVI Міжнародної наук.-практ. конф. (6–7 червня 2024 року, м. Харків, Україна) [Електронний ресурс]. – Харків: Харківський національний університет імені В. Н. Каразіна, 2024. – (PDF 127 с.)

До електронного збірника включено тези доповідей, присвячені теоретичним питанням мовознавства і практичним проблемам викладання мов у вищій школі. Матеріали доповідей відображають проблеми теорії та практики методики викладання мов у закладах вищої освіти України й досвід науковців, викладачів англійської та української мов як іноземних. Розглядаються психолого-педагогічні та лінгводидактичні особливості навчання іноземних студентів, місце міжкультурної комунікації, міжпредметна координація, формування професійної компетентності студентів. Висвітлено теми, пов'язані з мультимедійними технологіями в сучасній освіті: створення курсів дистанційного навчання, електронних підручників, словників, навчальних презентацій, тестів; впровадження до навчання ресурсів Інтернет, новітніх технічних засобів.

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**LANGUAGE TEACHING AT HIGHER EDUCATION  
INSTITUTIONS  
AT THE MODERN STAGE  
INTERDISCIPLINARY CONNECTIONS**

Abstracts of the XXVI International Scientific and Practical Conference

(June 6-7, 2024, Kharkiv, Ukraine)

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Language Teaching at Higher Education Institutions at the Modern Stage. Interdisciplinary Connections: Abstracts of the XXVI International Scientific and Practical Conference. (June 6-7, 2024, Kharkiv, Ukraine) – Kharkiv : V. N. Karazin Kharkiv National University, 2024. – 127 p.

The electronic collection comprises abstracts of reports addressed to theoretical issues of linguistics and practical problems of language teaching in higher education institutions. The materials of the reports reflect the experience of scientists, teachers of English and Ukrainian languages as foreign, focused mainly on the actual problems of the theory and practice of language teaching methods. Psychological-pedagogical and linguistic-didactic features of studying foreign students, the place of intercultural communication, interdisciplinary coordination, formation of professional competence of students are considered. Topics related to multimedia technologies in modern education are analyzed: creation of distance learning courses, electronic textbooks, dictionaries, educational presentations, tests; the role of Internet resources and the latest technical means in the educational process.

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## **CULTIVATING SOCIAL-EMOTIONAL COMPETENCE IN PRE-SERVICE ESL TEACHERS**

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The social-emotional competence of ESL teachers is in the foreground of recent research, as its importance and critical role have been acknowledged. Social-emotional competence plays a central role in teachers' teaching performance, in their professional and personal life. It refers to the set of activities, mindsets, and conduct within the educational setting that leads to the fulfillment of learning objectives for students.

Nevertheless, social, and emotional skills are less focused on or even neglected in ESL teacher training programs by university teachers. ESL teachers should be able to help students handle and control changes and challenges in their lives. According to Levin [2012], levels of cognitive ability measured through IQ or test scores are less predictive of future career success than noncognitive characteristics such as motivation, self-discipline, and interpersonal skills, namely: verbal communication, non-verbal communication, and listening skills.

Jones, Bailey & Jacob [2014] argue that social and emotional learning is essential to classroom management. Effective classroom management involves assisting students in self-regulation during daily learning tasks and activities, thoughtfully considering potential challenges for students, groups, or the entire class.

Learning, relationships, and emotions are interconnected. If students cannot effectively manage their emotions and navigate the social environment of the university, their learning experience can be adversely affected.

This study aims to determine social-emotional competence as the fundamental part of professional training. Within this research paper, a case study about the social-emotional competence of graduate students of Borys Grinchenko Kyiv Metropolitan University and their attitude toward social-emotional learning as part of their professional training was carried out.

Research indicated that there is a necessity for knowledge and practice of social and emotional skills among pre-service teachers. Most of the students (69%) articulated that they would like to acquire knowledge about social and emotional learning, developing a healthy identity, and navigating emotions to take ownership of their lives. 36% of respondents believed that they would benefit from implementing social and emotional learning into their professional and personal lives. Only 5% of students were unsure about the effectiveness of social-emotional skills in their future careers.

Thus, the CASEL [2020] (collaborative for academic, social, and emotional learning) framework was introduced to graduate students which helped them develop basic competencies such as self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. CASEL describes social and emotional learning (SEL) as the process by which children and adults learn and use the knowledge, attitudes, and skills essential for recognizing and controlling emotions, setting, and accomplishing, experiencing, and demonstrating empathy for others, forming and sustaining positive relationships, and making a sound choice.

To summarize, implementing social and emotional learning in teaching practices creates a positive, healthy, and SEL-based classroom environment (Schonert-Reichi & Lawlor) [2017]. Classroom activities encouraging students to identify and express their feelings can improve their emotional intelligence.

Techniques such as deep breathing, counting, and positive self-talk can help students learn to control their reactions and behavior. Teaching conflict resolution and communication skills can assist students to build and maintain positive relationships. Integrating SEL skills in everyday academic content and activities can be done through group work, discussions, and reflective, writing allowing students to practice empathy, teamwork, and self-reflection.

Applying SEL concepts to real-life contexts lends a helping hand to students to see the relevance of these skills. Students become more aware of their thoughts and feelings and respond more calmly to challenging situations.

The analysis of the scientific literature also revealed the importance of social-emotional competence which should motivate educators and policymakers to develop curriculum and teacher training programs aimed at cultivating and enhancing social-emotional skills. A variety of strategies should be incorporated into ESL teacher training programs to promote non-cognitive skills, soft skills, and cognitive skills. Implementing these strategies requires a consistent and integrated approach, but the benefits can significantly impact students' academic performance, behavior, and overall well-being.

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## EPONYMS AND THEIR RENDITION IN TRANSLATION

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Among the words that are difficult or impossible to find in dictionaries, a prominent place belongs to eponyms, i.e., common names derived from proper names (historically, an eponym was the highest official in Athens, whose name was used to designate a year). Thus, in a number of Western novels, we encountered many realia of life in the US Wild West in the second half of the nineteenth century – common names derived from proper names, e.g., *Justin boots*, *Stetson*, *bowie knife*, *appaloosa*, etc.

The history of eponymic names can be quite interesting and fascinating. For example, the *bowie knife* – «довгий мисливський ніж» – is named after the American Colonel James Bowie, the hero of the Battle of the Alamo, who is credited with its invention. We owe the word *maverick*, which means «худобину без хазяїна» ("cattle without an owner"), usually a calf that has broken away from a cow, to the name of Texas judge Sam Maverick, who turned out to be a talentless cattleman and failed to brand the calves in his herd, and since Texas was a wild place in the mid-nineteenth century, where the law was ruled by the fist and the "colt" (another eponym), his neighbors were not slow to appropriate his cattle.

Quite often, an eponym contains the name of its inventor or discoverer: for example, *Pullman car*, meaning – «пульманівський вагон», «спальний вагон» – "sleeping car," is named after George Pullman, an inventor and industrialist who founded the Pullman Company, which built railroad cars.

In English, adjectives derived from anthroponyms are extremely common; for example: *Orwellian*, *Kafkaesque*, *Shavian*, *Brechtian*, *Byronic*, *Chopinesque*, *Eliotic*, *Gaullist*. Such eponyms are often not transcribed, but only their meaning is transferred. For example, *Nasserist* means «прибічник Гамалія Абдер Нассера» ("supporter of Gamal Abder Nasser"), the first president of Egypt. But *Shavian* can mean «прихильник поглядів Джорджа Бернарда Шоу» ("supporter of George Bernard Shaw's views"), «схожий на Шоу» ("similar to Shaw"), «пов'язаний з Шоу» ("associated with Shaw"), or simply «дотепний» ("witty"). When such names refer to the qualities or views of the referent, the translator has to use a broad interpretation, as in the case of the title of the article *Kafkaesque v Dickensian* as «Фантастичне чи реалістичне зображення дійсності» or «Лінія Кафки чи лінія Діккенса в літературі».

Eponyms from place names are often the names of products (wines, cheeses, sausages) produced in a particular region (*Cheddar*, *Parmesan cheese*, *Urpiner*, *Worcestershire sauce*, *wiener*, *frankfurter*, *brie*, *Emmenthal*). For example, *Worcestershire sauce* can be rendered with the adjective with the hyperonym «соус»