

Сучасні тенденції іншомовної професійної підготовки майбутніх фахівців немовних спеціальностей в полікультурному просторі. 02 червня 2023 р./ За заг. ред Ю.О.Волошина, Н.В. Гончаренко-Закревської, Н.М. Василюшиної. К.: ФМВ, НАУ, 2023. 184 с.

Рекомендовано до друку Вченою радою Факультету міжнародних відносин НАУ. Протокол № 4 від 18 травня 2023 року.

РЕДАКЦІЙНА КОЛЕГІЯ:

ВОЛОШИН Юрій Олексійович, декан ФМВ НАУ, доктор юридичних наук, професор, заслужений юрист України.

ГОНЧАРЕНКО-ЗАКРЕВСЬКА Наталія Валеріївна, завідувач кафедри іноземних мов та перекладу ФМВ НАУ, кандидат педагогічних наук, доцент.

ВАСИЛИШИНА Наталія Максимівна, професор кафедри іноземних мов та перекладу ФМВ НАУ, доктор педагогічних наук, доцент.

ВОЙТКО Тетяна Владиславівна, доцент кафедри іноземних мов та перекладу ФМВ НАУ, кандидат філологічних наук, доцент.

МЕЛЬНИК Євгеній Юрійович, доцент кафедри іноземних мов та перекладу ФМВ НАУ, кандидат педагогічних наук, доцент.

СКИРДА Тетяна Сергіївна, доцент кафедри іноземних мов та перекладу ФМВ НАУ, кандидат педагогічних наук, доцент.

Містить тези ІХ щорічної Міжнародної науково-практичної конференції з питань ефективного формування іншомовної професійно-комунікативної компетентності у студентів закладів вищої освіти. У збірник матеріалів конференції увійшли тези доповідей за сучасними, актуальними напрямками з теорії і методики професійної освіти, дидактики, філології та лінгвістики. Науково-методична розробка кафедри іноземних мов та перекладу інтегрувала сукупність взаємопов'язаних наукових напрямів досліджень, зокрема: *мовна картина світу та міжкультурна комунікація; академічна мобільність та інтернаціоналізація навчального процесу; сучасні підходи та інноваційні технології формування іншомовної комунікативної компетентності; професійна іншомовна підготовка в процесі міжкультурної інтеграції; зіставні мовознавчі студії і міжкультурна комунікація; інноваційні методи викладання: новітнє в європейській освітній практиці; світові тенденції розвитку ІКТ-освіти у вищій школі; перспективність застосування зарубіжного освітнього досвіду в Україні; діджиталізація та новітні підходи, методи і техніки в освітньому процесі вищої школи, а також застосування новітніх методологічних засобів та технік у сучасних наукових дослідженнях університетів України та зарубіжжя.*

Тези доповідей друкуються в авторській редакції. Редакційна колегія не завжди поділяє погляди, думки, ідеї авторів та не несе відповідальності за зміст та автентичність матеріалів, наданих авторами для публікації.

© Національний авіаційний
університет, 2023
© Автори, 2023

ТАБЛИЦЯ ЗМІСТУ

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| SCAFFOLDING CLASSROOMS <i>Afanasievska Iryna</i> | 8 |
| ОСОБЛИВОСТІ ПЕРЕКЛАДУ БАГАТОКОМПОНЕНТНИХ АНГЛІЙСЬКИХ ВІЙСЬКОВО–МОРСЬКИХ ТЕРМІНІВ НА УКРАЇНСЬКУ МОВУ <i>Беньковська Наталія Борисівна</i> | 16 |
| PAISAJE LINGÜÍSTICO EN CÁDIZ DURANTE EL IX CONGRESO INTERNACIONAL DE LA LENGUA ESPAÑOLA <i>Lyubov Bobchynets</i> | 22 |
| INFORMATION COMPUTER TECHNOLOGIES USAGE AS AN INTRINSIC TOOL OF SHAPING FOREIGN COMMUNICATIVE COMPETENCE <i>Nataliia Vasylyshyna, Nataliia Honcharenko-Zakrevska, Iuliia Tastan</i> | 27 |
| THE DIFFICULTY OF RENDERING INTERNATIONALISMS FROM ENGLISH INTO UKRAINIAN <i>Tetiana Voytko</i> | 32 |
| THE FUTURE OF THE ENGLISH INTERNET LANGUAGE <i>Olga Verkhovtsova, Olena Kutseko, Elizabeth Lunn</i> | 38 |

| | |
|--------------------------------------------------------------------------------------------------------------|-----------|
| DIGITALIZATION IN EDUCATION: MODERN CHALLENGES | |
| <i>Vira Gamaliia, Halyna Sichkarenko, Artem Zabuga.....</i> | 44 |
| ІЄРОГЛІФИ: 200 РОКІВ ВІДКРИТТЯ | |
| <i>Гамалія Катерина Миколаївна, Руда Світлана Петрівна...</i> | 51 |
| VIDEOS AS THE UNIVERSAL TOOL IN TEACHING AND LEARNING ENGLISH AND BASIC LIFE SKILLS | |
| <i>Valentyna Gundarieva, Maryna Kurnylovych.....</i> | 61 |
| THE BENEFITS OF ICT MEANS USING FOR THE SHAPING CHINEES COLLEGE STUDENTS' FOREIGN LANGUAGE COMPETENCE | |
| <i>Liudmyla Gryzun, Chen Yaqin, Oleksii Lytovchenko.....</i> | 67 |
| ВИКОРИСТАННЯ ВІДЕО-РЕСУРСІВ ЯК ЗАСОБУ ТЕРАПІЇ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ У ПЕРІОД КРИЗОВИХ СИТУАЦІЙ | |
| <i>Глуцька Тетяна Володимирівна, Сандовенко Ірина Василівна.....</i> | 74 |
| МОВНА КАРТИНА СВІТУ ТА МІЖКУЛЬТУРНА КОМУНІКАЦІЯ | |
| <i>Демчук Олег Іванович.....</i> | 81 |

**ФОРМУВАННЯ АНГЛОМОВНОЇ КОМУНІКАТИВНОЇ
КОМПЕТЕНТНОСТІ МАЙБУТНІХ СУДНОВИХ
МЕХАНІКІВ В УМОВАХ ДИСТАНЦІЙНОГО
НАВЧАННЯ**

*Дзягілева Олена Сергіївна, Кононова Олена Юріївна,
Юрженко Альона Юріївна.....* 85

**ОСВІТНІ ВЕБ-РЕСУРСИ З НІМЕЦЬКОЇ МОВИ ДЛЯ
САМОСТІЙНОГО ОВОЛОДІННЯ ЛЕКСИКО-
ГРАМАТИЧНОЮ КОМПЕТЕНТНІСТЮ У ЧИТАННІ**

Зачена Ірина Миколаївна..... 90

ВІДКРИТІ ОСВІТНІ РЕСУРСИ ІСПАНІЇ

Кармадонова Тетяна Миколаївна..... 98

**CHALLENGES OF THE INTERPRETERS' TRAINING AT
HIGHER SCHOOLS**

Nataliia Koshil, Olha Hyryla..... 105

**COMMUNICATIVE BARRIERS IN THE EDUCATIONAL
PROCESS**

Lyudmyla Kraynyak..... 108

**WORLD TENDENCIES OF THE HIGH SCHOOL
DISTANCE LEARNING**

Iryna Kulikova..... 112

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| РОЛЬ АНГЛІЙСЬКОЇ МОВИ У ФОРМУВАННІ СЛОВНИКА КРИПТОПРОСТОРУ ІСПАНСЬКОЇ ТА УКРАЇНСЬКОЇ МОВИ | |
| <i>Лазоренко Наталія Леонідівна, Жудро Ольга Вікторівна, Кравець Ірина Леонідівна.....</i> | 116 |
| СПЕЦИФІКА ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ В ПОЧАТКОВІЙ ВАЛЬДОРФСЬКІЙ ШКОЛІ | |
| <i>Лупаренко Світлана Євгенівна.....</i> | 126 |
| КУЛЬТУРНИЙ КОНТЕКСТ ЯК ВИЗНАЧАЛЬНИЙ ЧИННИК ЕФЕКТИВНОГО ВИКЛАДАННЯ ПЕРЕКЛАДУ НІМЕЦЬКОЇ МОВИ З УРАХУВАННЯМ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ | |
| <i>Паничок Тетяна Ярославівна.....</i> | 133 |
| ЧИТАННЯ ВГОЛОС ЯК ЕФЕКТИВНИЙ ПРИЙОМ ОПРАЦЮВАННЯ МОВЛЕННЄВОГО МАТЕРІАЛУ | |
| <i>Мельник Євгеній Юрійович, Слобоженко Руслан Анатолійович.....</i> | 138 |
| КОМУНІКАТИВНІ МЕТОДИКИ ВИКЛАДАННЯ НІМЕЦЬКОЇ МОВИ | |
| <i>Сокол Галина Романівна.....</i> | 146 |
| ФОРМУВАННЯ ПАТРІОТИЧНИХ ЦІННОСТЕЙ ЧЕРЕЗ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ | |
| <i>Скирда Тетяна Сергіївна.....</i> | 151 |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| INTERNATIONALIZING ENGINEERING EDUCATION: PATTERNS AND PRINCIPLES <i>Nadiya Tymkiv, Neonila Kryvtsun.....</i> | 157 |
| FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF FUTURE AVIATION SPECIALISTS IN TEACHING HIGHER MATHEMATICS <i>Viktoriia Trofymenko, Olesia Yashchuk.....</i> | 163 |
| DIGITIZATION AND THE LATEST APPROACHES, METHODS AND TECHNIQUES IN THE PROCESS OF TRAINING TRANSLATORS <i>Olga Tsaryk, Nataliia Rybina.....</i> | 169 |
| ОЦІНЮВАННЯ МІЖКУЛЬТУРНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ У ПРОЦЕСІ ІНШОМОВНОЇ ПІДГОТОВКИ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ <i>Чернюк Анжеліка Петрівна.....</i> | 172 |
| ПРОБЛЕМИ ТА ПЕРСПЕКТИВИ ВИКЛАДАННЯ ФРАНКОМОВНИХ ПЕРЕКЛАДОЗНАВЧИХ ДИСЦИПЛІН У ВИЩІЙ ШКОЛІ <i>Чистяк Дмитро Олександрович.....</i> | 177 |

СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ

1. Carry J. Shaw. The Egyptian Myths: A Guide to the Ancient Gods and Legends. London: Thames and Hudson, 2022. 224 p.
2. Grego Ch., Poole F. Museo Egizio. Torino: Printer Trento, 2019. 200 p.
3. Hieroglyphs: unlocking ancient Egypt. London: British Museum Press, 2022. 272 p.
4. Jomard E.-F.. Description de l’Egypte : Antiquities ; descriptions. Volume 1. Paris, 1809. 372 p.
5. Taylor John H. Spells for eternity. The Ancient Egyptian Book of the Dead. London: The British Museum Press, 2010. 128 p.
6. Wilkinson T. The Rise and Fall of Ancient Egypt. The History of a Civilization from 3000 BC to Cleopatra. London: Bloomsbury Publishing Plc, 2011. 646 p.

Valentyna Gundarieva,
Senior Lecturer
of the Department of Foreign Languages and Translation,
National Aviation University,
Kyiv, Ukraine
vgundarieva@yahoo.com

Maryna Kurnylovych,
Lecturer,
Borys Hrinchenko Kyiv University,
Kyiv, Ukraine
mkurnylovych@yahoo.com

VIDEOS AS THE UNIVERSAL TOOL IN TEACHING AND LEARNING ENGLISH AND BASIC LIFE SKILLS

The influence of digital videos on our everyday life is undeniable. With digital videos continuing to gain popularity, it seems only natural that this familiar and widespread platform should extend into the education system. Students today are using educational videos as a tool for learning

everything: from basic skills - like changing a tire - to the latest dance craze. Remarkably, they make up 92% of the digital video viewing audience. Abstract topics that once seemed difficult to teach and learn are now more accessible and understandable thanks to the availability of effective educational video platforms for online learning. Studies have shown that the use of short video clips allows for more efficient processing and memory recall.

The visual and auditory nature of videos appeals to a wide audience and allows each user to process information in a way that's natural to them. In a nutshell, videos are good teachers [1]. They help to form basic life skills and language skills, especially during the COVID-19 pandemic when face-to-face communication with the teachers is limited or even impossible. They are accessible, easy to understand, useful and beneficial, interesting and different in their nature which make the process of learning and teaching easier, more effective and exciting [10].

Nowadays many teachers are facing problems how to teach not only the English language skills but different life skills. What are these 'life skills'? There's no one widely-accepted definition of life skills, and indeed the term is used quite differently in different contexts. It can refer to those abilities you employ on a day-to-day basis to deal with the practicalities of living, such as cooking, managing your finances or shopping. However, you probably wouldn't expect your English teacher to start giving you cookery lessons! Wider definitions of the terms usually refer to things such as 'psychosocial and interpersonal skills generally considered important' or 'skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking'.

Looking at typical lists of life skills will give you a sense of what is usually included, and apart from the ones mentioned so far, you'll find references to active listening, being assertive, persuading, gathering and synthesizing information, managing time, being self-motivated, and setting goals, amongst many others[7].

If you are to be properly prepared for your future professional, academic and social lives, you need to develop your life skills. This is even more important when you are going to be doing some or all of those things

in another language, English. You need to learn exactly how we negotiate in English, or how we persuade, challenge or support other people. Of course, this means learning particular forms of expression and phrases commonly used in certain situations, but it also means learning about the cultural assumptions that other people have in those situations [3].

Here is just one example of such YouTube video ‘How to negotiate in English – Business English lesson. Oxford Online English’ which can be used by teachers to help students to learn both English language and basic life skills, such as how to give their opinion, negotiate and persuade people, use some business English phrases and revise some grammar [3] .

Thus, life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life. They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals. Life skills touch upon issues that are : real which actually affect people’s lives, topical, sometimes sensitive because they can affect people on a personal level, especially when family or friends are involved, often controversial when people disagree and hold strong opinions about them, ultimately moral if they relate to what people think is right or wrong, good or bad, important or unimportant in society [11].

Why do we need to teach not only English but life skills? Democracies need active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political process. Democracies depend upon citizens who, among other things, are: informed about social and political issues, concerned about the welfare of others, able to clearly articulate their opinions and arguments, capable of having an influence on the world, active in their communities, responsible in how they act as citizens. These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience

in the home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today's complex and diverse society. How does training in life skills benefit young people? It helps them to develop self-confidence and successfully deal with significant life changes and challenges, such as bullying and discrimination, gives them a voice at school and society at large, enables them to make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.[3] All these issues are very important and should be taken into account while teaching and learning English and basic life skills , and videos are becoming gradually important and helpful in the current situation during the COVID-19 pandemic.

During the COVID-19 pandemic people are facing many restrictions, especially if we talk about travelling. It may seem counterintuitive to be learning a language in a world where international travel is indefinitely on hold, but it seems now more than ever people are willing to give it a try. Though it is uncertain when we will be able to travel again, there are still so many benefits to learning a new language. Knowing the language of the country you are in and speaking with locals can have a huge impact on your experience, allowing for full cultural and linguistic immersion.

If anything, it can remind us that there is another world outside of our homes, and give us hope for the future that we can freely explore it again soon. But videos and learning English are giving students a good chance to open up a new world, to experience new cultures and broaden their horizons. Videos are free and easy to use, they are a popular starting point for new language learners and those who want to maintain their current language abilities [4].

Videos can bring the outside world to students, introducing different cultures, new places and ideas. They provide a great way to integrate new content and language learning at the same time – giving students the opportunity to learn about a whole range of subjects and ideas, at the same time as learning English [5]. YouTube Education which is free and has no ads, curates YouTube's content for educational purposes and allows teachers to create a playlist that can be shared with students.

Some of the favorite playlists are Essential Literature, which gives clear and concise summaries of popular texts, and National Geographic, which has videos of varying lengths about topics ranging from plants and animals to geography, culture and history, customs and traditions. Both of these playlists allow teachers to turn on closed captions so that students can read the text as they watch the video, which is particularly helpful for ELLs[6].

The students can learn more about 15 unbelievable places that actually exist [9], the top 10 best and must-see greatest museums [8] etc., broaden their horizons, develop their listening and speaking skills, develop their vocabulary.

Field trips are fantastic, but budget restrictions, lack of personnel, and even extreme scenarios like the COVID-19 pandemic can make it difficult to get out of the classroom. Fortunately, some video apps and platforms allow educators to integrate new experiences in the classroom without having to take the students out of it. In history class, teachers can take students on a tour of Ancient Egypt. In language arts, a teacher can “interview” an author or explore the setting of the novel your class is reading. Digital field trips open the entire world to the classroom. This makes a richer, more culturally relevant education without the price tag. They offer more ways educators can explore the world with such platforms and apps as Google Arts & Culture and Screencastify! Field trips are a lot of fun--it’s always wonderful to see the awe and amazement on a student’s face when they see giant turtles swimming in an aquarium, a science concept come to life, or the artifacts of a long-gone civilization.

It may be a long time before we can take in-person field trips again; however, a teacher can replicate this awe and excitement using Screencastify. And when we return to in-person classes, creating digital field trips using Screencastify allows the students to explore the farthest reaches of the globe without ever leaving their classroom [2].

Thus, we can see that the role of videos in teaching English is becoming more and more important during the COVID-19 pandemic. Videos bring realism to the virtual classrooms making the learning process safer, easier, more accessible and exciting [10].

REFERENCES

1. Bevan M. Why videos are important in education. Retrieved from: <https://www.nextthoughtstudios.com/video-production-blog/2017/1/31/why-videos-are-important-in-education> (accessed March 25, 2020).
2. Crook L. Ten reasons to use video in your classroom this year. Retrieved from: <https://www.screencastify.com/blog/explore-the-world-with-screencastify> (accessed September 25, 2020).
3. How to Negotiate in English - Business English Lesson. Retrieved from: <https://www.youtube.com/watch?v=-3mFnAk9sbw>
4. Meredith T. Exploring a closed world: Language learning during the pandemic. Retrieved from: <https://badgerherald.com/artsetc/2021/02/24/exploring-a-closed-world-language-learning-during-the-pandemic/> (accessed February 24, 2021).
5. Roslaniec A. 5 benefits of using video in class. Retrieved from: <https://www.english.com/blog/5-benefits-of-using-video-in-class/> (accessed October 26, 2018)
6. Schwartz L. Helpful Online Resources for Teaching ELLs. Retrieved from: <https://www.edutopia.org/article/helpful-online-resources-teaching-ells> (accessed April 21, 2020).
7. Taylore-Knowles S. Life skills and language learning. Retrieved from: <https://www.macmillandictionaryblog.com/life-skills-and-language-learning> (accessed February 13, 2021).
8. Top 10 Best and Must-see Greatest Museums in the World. Retrieved from: <https://www.youtube.com/watch?v=JSkDOiQGNPA>
9. 15 Unbelievable Places that Actually Exist. Retrieved from: <https://www.youtube.com/watch?v=pFoty21X370>
10. V.Gundarieva, T.Hlutska, K.Kolesnikovych, I.Sandovenko The role of video in teaching English during the COVID-19 pandemic//Current Theory and Practice Issues of Teaching Foreign Languages at Universities in Global Digital Educational Space: the collective monograph / Edited by N. Vasylyshyna. – Warsaw: RS Global Sp. z O.O., 2021. – 102, p.88-101

11. What are life skills and why teach them? Retrieved from:
<https://www.britishcouncil.gr/en/life-skills/about/what-are-life-skills>.

Liudmyla Gryzun,
**D.Sc. in Pedagogy, Professor,
Professor of Information Systems Department,
Simon Kuznets Kharkiv National University of Economics,
Kharkiv, Ukraine
Lgr2007@ukr.net**

Chen Yaqin,
**Post-Graduate Student of the Simon Kuznets Kharkiv
National University of Economics,
ChangSha, China
573375229@qq.com**

Oleksii Lytovchenko,
**Student of the Information Technologies Faculty,
Simon Kuznets Kharkiv National University of Economics,
Kharkiv, Ukraine
lytovchenko.oleksij.o@hneu.net**

THE BENEFITS OF ICT MEANS USING FOR THE SHAPING CHINEES COLLEGE STUDENTS' FOREIGN LANGUAGE COMPETENCE

Nowadays foreign language mastering in Chinese colleges and universities obtains special importance due to the current economic initiatives which puts forward the set of requirements to the professional training of national specialists. One of the leading initiatives in China is the Belt and Road Initiative (BRI) [4; 6]) rested on the multilateral links and collaboration between China and other countries. The main goals and mission of the Initiative are concentrated on the peaceful development and enhancing economic collaborative partnership with different countries. It is expected to result in jointly created community

Наукове видання

**Сучасні тенденції іншомовної професійної підготовки
майбутніх фахівців немовних спеціальностей
в полікультурному просторі**

Збірник тез доповідей
ІХ щорічної Міжнародної науково-практичної конференції
(м. Київ, 02 червня 2023 р.)

Матеріали друкуються в авторській редакції

Здано в набір 02.06.2023.
Верстка, макет: **Василишина Н.М.**

Контактна інформація організаційного комітету:
03058, Україна, м. Київ, пр. Гузара Любомира, 1
навчальний корпус, 7, ауд.7-306,
кафедра іноземних мов та перекладу ФМВ
E-mail: filologyN@gmail.com
www. <http://fmv.nau.edu.ua/ru/>