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# THEORETICAL AND APPLIED LINGUISTICS

KYIV METROPOLITAN UNIVERSITY

UNIVERSITY OF BIAŁYSTOK

## Language: Research, Teaching, Application

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**CONFERENCE LOCATION:** Borys Grinchenko Kyiv Metropolitan University, Faculty of Romance-Germanic Philology

The conference began as part of a cooperation agreement between Borys Grinchenko Kyiv Metropolitan University and the University of Białystok, and is held annually, alternating between odd and even years in Białystok and Kyiv, respectively.

The first conference was hosted by the University of Białystok in 2017, the materials for it can be found on the conference website.

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1. Observation practice: students participate as learners in lessons, prepared by their older colleagues. Alongside with participation, they have an observation task, focused on classroom management (motivation techniques, modes of interaction in the classroom, feedback etc.).

2. Assisted teaching: students work in teams preparing and presenting lessons for their younger colleagues; the university teachers provide sufficient help in lesson planning; the lesson participants are motivated to support older colleagues and are patient and tolerant if anything goes wrong.

3. Independent teaching at school: students prepare and present lessons to schoolchildren at school. At this stage, the university teachers and school mentors can advise the trainees on the lesson preparation; nevertheless, the main responsibility for planning and performance in the classroom rests with the students.

As the students' feedback reveals, this pattern of teaching practice organization is mostly beneficial for students as it caters for the psychological needs of the trainees and enables them to master teaching skills gradually.

## **EMPOWERING FUTURE TEACHERS THROUGH EDUCATIONAL INITIATIVES**

Liliia Vinnikova, Olena Sverediuk

*Borys Grinchenko Kyiv Metropolitan University*

The journey of becoming professional teachers begins for philology students with the comprehensive academic preparation they receive during their university studies. Pedagogy and teaching methodologies form a significant portion of their curriculum, equipping them with cutting-edge knowledge about global educational trends and technologies. This theoretical knowledge is complemented by opportunities for practical application, forming a well-rounded foundation for their future teaching careers.

Initially, we practice our skills by teaching younger university peers (second- and third-year students). However, such practice often diverges from the realities of school teaching. This discrepancy stems mainly from the adult learning environment of university students, where classroom discipline is rarely an issue, and the advanced language proficiency of learners eliminates many common teaching challenges. Additionally, university classes last twice as long as standard school lessons, which can distort students' perceptions of time management when they transition to writing lesson plans for real classrooms. These factors create a practice environment that, while valuable, does not fully prepare students for the complexities of school teaching or allow them to fully realize their potential as educators.

This gap highlights the importance of educational initiatives that immerse students in real teaching environments. One such initiative is the MentorMe project. The program aims to enhance the prestige of teaching, improve practical training for education students, and ease their entry into the profession. MentorMe offers an innovative teacher training plan aligned with the demands of modern education. It fosters collaboration between universities and schools, creating an effective system of interaction among students, mentor teachers, and pupils. Students split their time between the school and university, gaining invaluable hands-on experience while continuing their studies. This dual environment allows future teachers to adapt to school life, develop their teaching and communication skills, and make informed career decisions. Full participation in school activities and integration into teaching teams further prepares them for their future roles.

Initiatives like MentorMe underscore the need for meaningful practice in teacher training. While universities lay the theoretical groundwork, practical programs are essential to inspire students to join and thrive in the teaching profession.

The thesis deals with the content and operation components of My English Lab which is one of the language management system used by the students of first and second years at Borys Grinchenko Metropolitan University.

The thesis deals with the issue of the influence of first, second and third foreign language learning on verbal and non-verbal behaviour of a language personality. Certain features are mentioned due to the language which is learnt after the mother tongue.

## **LINGUISTIC BARRIERS AND THE SPECIFICITY OF TRANSLATION IN THE EXAMPLE OF THE ENGLISH MOVIE TITLES**

Kateryna Brovko

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**Topicality.** The relevance of the problem under study is confirmed by many factors, such as the increase in Ukrainian-English translation practice; the tendency of the comparative analysis of language units; and actualization of the problem of studying types of transformations during translation.

**Research methodology.** Since the scope of our scientific discourse includes the study of linguistic and cultural barriers and the specifics of translating film titles from English into Ukrainian. It is necessary to pay attention to the theoretical and methodological basis of the study. Thus, the following general scientific methods were used to solve the tasks set. Among them are the method of analysis and synthesis (for a logical and consistent linguistic scientific substantiation of the