

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ГО «МІЖНАРОДНА АКАДЕМІЯ
ОСВІТИ І НАУКИ»

ВГО «НАЦІОНАЛЬНА АКАДЕМІЯ НАУК
ВИЩОЇ ОСВІТИ УКРАЇНИ»

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ
ГУМАНІТАРНИЙ УНІВЕРСИТЕТ

ЛУЦЬКИЙ НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ
УНІВЕРСИТЕТ

Кафедра теорії і практики іноземних мов та
методики викладання

Кафедра іноземної та української філології

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Матеріали VI Всеукраїнської науково-практичної конференції
здобувачів вищої освіти та молодих вчених

Рівне, 20 травня 2025

УДК 81'243
А 43

РЕДАКЦІЙНА КОЛЕГІЯ:

Головний редактор:

МИХАЛЬЧУК Наталія Олександрівна – доктор психологічних наук, професор кафедри теорії і практики іноземних мов та методики викладання (Рівненський державний гуманітарний університет).

Заступники головного редактора:

БИГУНОВ Дмитро Олександрович – кандидат психологічних наук, доцент кафедри теорії і практики іноземних мов та методики викладання (Рівненський державний гуманітарний університет);

ІВАШКЕВИЧ Ернест Едуардович – кандидат психологічних наук, доцент кафедри теорії і практики іноземних мов та методики викладання (Рівненський державний гуманітарний університет).

ЧЛЕНИ РЕДАКЦІЙНОЇ КОЛЕГІЇ:

ПАВЕЛКІВ Роман Володимирович – доктор психологічних наук, професор, академік Академії наук Вищої школи України, в.о. ректора Рівненського державного гуманітарного університету;

НИКОЛАЙЧУК Галина Іванівна – кандидат педагогічних наук, професор, декан філологічного факультету (Рівненський державний гуманітарний університет);

ГЕРАСИМЧУК Галина Андріївна – кандидат технічних наук, доцент, декан факультету цифрових, освітніх та соціальних технологій Луцького національного технічного університету;

БЕЗКОРОВАЙНА Ольга Володимирівна – доктор педагогічних наук, професор, завідувачка кафедри теорії і практики іноземних мов та методики викладання (Рівненський державний гуманітарний університет);

МАРТИНЮК Алла Петрівна – кандидат педагогічних наук, доцент, завідувач кафедри іноземної та української філології (Луцький національний технічний університет);

ГУБІНА Алла Михайлівна – кандидат психологічних наук, доцент кафедри іноземної та української філології (Луцький національний технічний університет);

КАЛІНІЧЕНКО Михайло Михайлович – кандидат філологічних наук, доцент кафедри романо-германської філології (Рівненський державний гуманітарний університет).

Актуальні проблеми сучасної іноземної філології: матеріали VI Всеукр. наук.-практ. конф. здобувачів вищ. освіти та молодих вчених, м. Рівне, 20 трав. 2025 р. Рівне, 2025. 155, [2]с.

Затверджено вченою радою Рівненського державного гуманітарного університету (протокол № 6 від 29.05.2025 р.).

До збірника увійшли матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених «Актуальні проблеми сучасної іноземної філології», присвячені актуальним напрямкам досліджень у галузі філології та методики викладання мов. Матеріали збірника можуть бути корисними для науковців, дослідників, лінгвістів, аспірантів, пошукувачів, викладачів та студентів вищих мовних навчальних закладів.

Відповідальність за достовірність викладеного матеріалу, відсутність плагіату і коректність висновків, правильність цитування наукових джерел і посилання на них несе автор і науковий керівник. Думки авторів можуть не збігатися з позицією редколегії.

Софія Томчук

Рівненський державний гуманітарний університет, м. Рівне

Науковий керівник: канд. пед. наук., доц. А.В. Фрідріх

TRANSLATION AS A KIND OF UNIQUE TEXT

Translation as a kind of test can be differentiated depending on the nature of the source of a text, the way it is presented, the methodological setting and organization of the activity in the class. At secondary school all types of texts can be used in terms of their content structure – description, narrative and informational. The content of the text can be reproduced completely or abbreviated, as the abstract or a selective one.

The next kind of test is statement on the basis of a problem situation. The essence of this test is the awareness and decision of the pupils of a certain extra-linguistic task, which is accompanied by the “extradition” of the predictive speech product. From the speech situation, the problem differs by “depersonalized” (in relation to the speaker) circumstances, by exteriorization of the speech stimulus, the variability of the successive operations. In addition to the theme-task and exposure, the structure of the problem situation also includes the question of updating its content and instructions for speech actions. The exposition is a verbal description of a certain coincidence of real (imaginary) circumstances that implicitly contain some contradiction or a problem.

The next kind of test is comment. The essence of this type of test is that the speaker after receiving certain information explains his/her attitude to the text and expresses in this regard his/her judgment comparatively, according to generalizing or appraisal nature. Objectives of commentary may be, for example, an invitation, a theatrical program, an advertisement, newspaper or magazine articles, international events, humorous drawings, etc.

The next kind of test is oral story. This is the main form of test of a composite nature. It is a monologue in the form of a presentation which can be both prepared and unprepared. There are the following types of stories:

- 1) ready-made plot in curtailed form;
- 2) according to the proposed situation;
- 3) on the proposed topic;
- 4) by proverb, winged expression;
- 5) by their own subject, the pupils selected in connection with the materials having been read (Canning-Wilson, 2000).

The next kind of test is the activity on both with the informational and the linguistic basis of the text for the development of dialogue skills involved four phases, each of which includes a set of exercises and tasks aimed at the consistent seizure of information from the text and its use for the development of skills and abilities of oral dialogical expressions. In the process of using the exercises to identify the development of skills and abilities in speech communication, pupils are expected to:

- 1) mobilize his / her life experience related to the topic, or the facts necessary for its disclosure;
- 2) group the information in such a way as to create logical units (prosaic stanzas) that could reveal the micro-thesis of the statement;
- 3) integrate information from different sources into the statement on the given topic;
- 4) express their personal attitude, assessment of events, facts and phenomena.

The first stage (pretext) is implemented before reading the text. Exercises at this stage are aimed at predicting content and semantic information of the text, as well as the removal of possible difficulties in the phonetic, lexical and grammatical nature.

The second stage (textual) is the reading of the entire text silently. The reading process can take place in the classroom or at home by the teacher’s instructions.

The third stage (post-text) involves performing tasks to control the understanding of the content of the text having been read, as well as exercises aimed at assimilating the linguistic means that provide the skills for operating by pupils these tools in their own statements at the level of the phrase or unpublished unity in connection with the content of the text.

The fourth stage is the stage of performing speech exercises, the purpose of which is to develop pupils' abilities to make fluent oral monologues on the basis of semantic information of the text. Exercises with problematic tasks are carried out, which are based not only on information of the text but also on own experience of pupils.

Below we'll describe the activity with the text on the third and the fourth stages (Furmanovsky, 1997).

Fragment 1.

Stage 1. Post-text exercises to check the basic text information. **Aim:** To check the understanding of the main content of the text.

Method 1: Use cross-selection text.

Teacher: So, you have read the essay "Life at College". Now we'll check your comprehension. Here is the matching test. You are to match the beginning of a sentence with its ending (5 minutes for the test).

- | | |
|---|--|
| 1) Universities in Great Britain choose their students... | a) tuition fees and some of the living expenses. |
| 2) For all British citizens a place at university... | b) their children will receive a full grant. |
| 3) The grants cover... | c) are fairly independent people. |
| 4) If the parents do not earn much money... | d) after interviews, and competition for places at university is fierce. |
| 5) Most 18- and 19-year-olds in Britain... | e) brings with it a grant from Local Educational authority. |
| 6) Anyway, the three university terms... | f) are called freshers. |
| 7) The first year university students... | g) to change from a school community to one of many thousands. |
| 8) During the first week all the clubs and societies... | h) entirely around such tutorials which take place once a week. |
| 9) The freshers are learning how difficult it is... | i) are only ten weeks each. |
| 10) In Oxford and Cambridge the study system is based... | j) hold a "freshers' fair" during which they try to persuade the new students to join their society. |

Key (1d; 2e; 3a; 4b; 5c; 6i; 7f; 8j; 9g; 10h)

The test is checked immediately after it was proposed to pupils (after time the teacher gave for its doing), thus, the pupils are immediately asserted. The test is performed in the absence of more than one error. Based on the test results, the teacher concludes if the pupils understand the correct statements of the basic facts.

Method 2. Selection of information, reading the sentences aloud and translating them into the Ukrainian language.

Teacher: I see you understand the essay. Now try to find as quickly as possible the sentences containing information about freshers. Read them aloud and translate into Ukrainian.

Pupil 1: (reads) First year university students are called "freshers", (translates). Студентів першого курсу університету називають "freshers".

Pupil 2: (reads) Often freshers live in a "Hall of Residence", or near the college campus. (translates). Часто першокурсники живуть в гуртожитку, який називається "Hall of Residence", або недалеко від університетського містечка.

Pupil 3: (reads)... etc.

Stage 2. Post-text exercises that prepare pupils for monologues.

Aim: to prepare pupils for monologues based on the text having been read.

Method 1. Preparation of the plan for statements according to the text.

Teacher: You have just read all the information about freshers. Let's compose the outline for our reports on this subject. So, give you proposals as to the first point of the outline.

Pupil 1: How are the first year university students called when they first arrive at college?

Pupil 3: How do they feel for the first week or so?

Pupil 4: What is the "freshers' fair" help for during the first week?

Pupil 5: What do the freshers do on the day that lectures start?

Pupil 6: ... etc.

The whole plan consists of 9-10 questions. All questions are written by pupils in notebooks.

Method 2. Selection of information about British universities and the completion of the scheme.

Teacher: Dear girls and boys, let's try to find the information about British universities and complete the chart on the poster.

The scheme is presented on a poster or on a board. Pupils reproduce such a scheme in their notebooks and gradually fill it with the information from the text. But before writing information in their notebooks, the pupils express it verbally. They are selected and wrote the information in notebooks, which corresponded the most closely to the questions put in the scheme (Table 1).

Table 1

British Universities

1. How many universities are there in Britain?	There are 46 universities in Britain.
2. How can one get a place at university?	
3. What does a place at university bring?	
4. What does the grant depend on?	
5. What's the age of young people when they pick a college?	
6. How do young people choose a college?	
7. How many terms are there at university? How long is each term?	
8. How often do the students have a tutorial?	
9. What are the tutorials organized for?	
10. What do the students do at the regular seminar?	
11. What is the study system of Oxford and Cambridge based on?	
12. What about attending lectures for "oxbridge" students?	
13. When do students take their finals?	After 3 or 4 years.
14. What degree do most of the students get after three or four years?	

Fragment 2. Tasks to control the skills and abilities of dialogue speech.

Stage 1. Monologues of pupils on the topic "British Universities", "Freshers".

Aim: to teach pupils to speak at the text level.

Method 1. The role game "British students attend Ukrainian school".

Teacher: Dear friends, meet the students from Oxford and Cambridge Universities. They will tell you how to become a student of their universities. After that you may ask them questions if you want to know more.

Students take the role of British students, speaking about British universities. For a verbal opr you can use a schema that was filled with information from the text in the previous lesson. Then, other students ask questions to "British students".

Pupil 1: How is the idea of Tony Blair give education for the poor being realized?

Pupil 2: What about fees at universities?

Pupil 3: Do the students get any grants if they aren't able to cover tuition fees? Can a foreign student get a grant from the British Government?

Method 2. Role Play "My Experience of Oxford University's First Course".

Teacher: Dear boys and girls, meet our school leavers who have come on holidays after a year spent at Oxford University as first year students. They will tell you about their experience as “freshers”. Ask them questions if you want to know more.

Students carry out the roles of graduates of their schools, who entered Oxford University and studied there for a year. For the verbal support they use the plan having been drawn up in the previous lesson to the “Freshers” subsystem. After completing the statement, other pupils may ask such questions:

1. Why can a fresher’s life be exciting but terrifying for the first week?
2. You have just told that groups of freshers are often seen walking around with a worried look on their faces. Why are they worried?
3. Is attending lectures for freshers optional too?

Stage 2. Commenting on the information received from the text having been read.

Aim: to teach pupils to express their thoughts about the information received.

Method 1. Pupils express their thoughts according to the evaluation or comparative character.

Teacher: I hope the information you have got about British universities is not only interesting but rather useful for you. Next year you’ll leave school and try to become university students. Do you think a good school background is an important requirement for success in college?

Pupil 1: No, doubt, one should have good study habits; for unless a student knows how to study, he will not benefit from his courses as fully as he should. To get place at university is not a simple thing not only in Great Britain but in this country as well. We are quite aware of the fact that competitions for places at universities are fierce. So, to have a good knowledge is very important.

Pupil 2: I think finances are important also. It’s a good idea that for all British citizens a place at university brings with a grant from their Local Educational authority. We know that the amount of this grant depends on the parents’ income: if the parents do not earn much money, their children will receive a full grant which will cover all their expenses.

Pupil 3: Unfortunately, it’s not the same in our country. Tuition and other expenses are very high nearly in all the colleges of Ukraine. Many young people whose parents don’t earn much money have to choose places where fees are not high or look for a job. But to find a job without any profession is very difficult. So many young people become unemployed just after leaving school.

Pupil 4: I’d like to add a comment which is relevant to what P3 has just said. Some days ago, I read the essay about Tony Blair’s reforms. The British Government spend 4.33 billion dollars on a welfare-to-work training program for young unemployed. The program assumes that the best thing for the poor and disadvantaged is education, so that they can pull themselves up their bootstraps. I wish our government would introduce something like that. Everybody hopes that the situation will change for the better.

As for a dialogue, the program stipulates that at the end of the second class the statements of each partner has to contain not less than 2-3 replicas, correctly used with Grammar. Pupils ask questions of different types, answer them according to linguistic material; react to replicas of the teacher and classmates; express consent, disagreement, excuse, compassion, joy, approval (disapproval), offer, attitude (positive, negative), refusal, conduct dialogue-questioning.

At the next stage pupils are already able to conduct dialogue according to the forms: question – response, statement – consent / disagreement, greetings – response, as well as a dialogue etiquette in standard situations of communication (dialogue-questioning, dialogue-exchange of views), create a micro-dialogue, performing with certain roles; the statement of each partner must contain not less than 4-5 replicas (Hadley, 1993).

We’ve to admit that at the end of the 5th form pupils should be able (without pre-training) to participate in the dialogue communication, to exchange information, to express their opinion on

specific facts and events, using all kinds of questions, tables, and use dialogical unities like invitation-gratitude, consent (consent (or refusal and explanation of the reason), a proposal – a counter proposal, an order – a question about the conditions of the execution of the order or its cause.

REFERENCES:

1. Canning-Wilson, Ch. (2000). Practical View of Using Video in the Foreign Language Classroom. *I-TESL-J. Vol. IV. № 11*. P. 15–31.
2. Furmanovsky, M. (1997). Content Video in the EFL Classroom. *I-TESL-J. Vol. III. № 1*. P. 51–76.
3. Hadley, A.O. (1993). Teaching Language in Context. Boston: Heinle and Heinle Publishers. 532 p.

ЗМІСТ

Секція 1. Фонетична, лексична та граматична системи мови і методи їх досліджень.....	3
Яна Боднар.....	3
Олександра Жавко	6
Олена Жолобчук	8
Карина Зелінська.....	11
Daryna Kalish, Yana Voitovych.....	13
Інна Ковальчук, Яна Боднар	15
Поліна Мільнічук.....	18
Дарія Нагорна.....	20
Дарина Терета	22
Секція 2. Міжкультурна комунікація в аспекті сучасних лінгвістичних досліджень	24
Alvina Alyieva, Ielyzaveta Matat-Vikhlyantseva.....	24
Секція 3. Теорія і практика перекладу	26
Денис Біляк.....	26
Наталія Захарчук.....	28
Данило Михальчук	30
Данило Тарасюк.....	32
Софія Томчук	34
Секція 4. Актуальні проблеми літературознавства, психолінгвістики і сучасної психологічної практики	39
Тетяна Гаврилюк.....	39
Дарина Джуган.....	41
Марія Дзюба	44
Анастасія Жуковська	46
Інна Ковальчук.....	50
Анастасія Левицька	52
Павло Пшонік.....	54
Юлія Сичевська	56
Віолетта Солончук.....	59
Секція 5. Новітні методики навчання іноземних мов.....	61
Ганна Андрощук	61
Олександр Антонюк	63
Андрій Бриковець	65
Катерина Василюк, Марина Богачик	67
Мирослава Вишневська	69
Ілона Гаврилович	71
Ілона Генік.....	74

Владислава Герук.....	77
Тетяна Головенко.....	80
Софія Гудовсек	82
Юлія Демчук	84
Мирослава Денисюк.....	86
Інна Дорошко	89
Іванна Жабчик.....	91
Серафіма Захарченко.....	93
Карина Каплюк	96
Світлана Кирилюк	97
Леся Корольчук.....	100
Anastasiia Koulyk.....	102
Олег Леоновець, Ольга Безкоровайна	104
Єлизавета Люклянчук	109
Інна Міщук, Аліна Задорожна.....	112
Богдана Мовчан	114
Дана Мучак.....	117
Анастасія Неродик.....	119
Лілія Нечипорук.....	121
Софія Нікіфорова, Олена Касаткіна-Кубишкіна	123
Юрій Парета	126
Тетяна Пелишок.....	129
Людмила Петрусь	131
Яна Пишняк, Ольга Безкоровайна	134
Uliana Polikovska.....	136
Софія Романович	138
Олександр Руденко, Ірина Забіяка.....	140
Олеся Савюк.....	143
Ілона Семенюк	146
Анна Тригуба	147
Анастасія Федорук.....	150
Dariia Yakovenko	152