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КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



# АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

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pupils' activity were determined. But at the same time, the results of learning, which have to realize the goal, depends not only on this, but also on the motives of cognitive activity, on the nature of its course, which is conditioned by the pupils' person.

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### **A COMPLEX OF EXERCISES USED FOR PROVIDING A PERCEPTIVE-EMOTIONAL METHOD OF STUDING ENGLISH**

Teaching is an art, not the activity – this is the essence of the teaching profession. Try out dozens of methods and choose your own, browse dozens of textbooks and not abide by any of them steadily – this is the only possible way of living teaching [2].

It is this approach that many researchers-researchers recommend to use in work to avoid stereotypes, repetitions and uniformity at the lessons [3]. A great achievement of the modern educational system is the right of a foreign language teacher to free choice

of teaching aids [4]. It is impossible to achieve the main goal in learning foreign languages – to master intercultural communication through the formation and development of intercultural communicative competence, using one textbook. You need to give up individual and frontal work in the classroom in favor of interaction in pairs, teams of teams. To bring the learning situation in a lesson to real communication is the task of every teacher of a foreign language [1].

It's not an easy matter, since it's not a secret that starting from 7-8 forms, the attitude of many pupils to studying a foreign language deteriorates.

Many teachers constantly ask themselves the question: “Is the reduction of motivation with all its consequences by an objective process? Is it possible to resist this process?”

Our own experience shows that, although this is a rather complicated process, since motivation is the aspect of the subjective world of a student, it is manifested by his/her own motives and biases. Therefore, motivation can be solved only by interested learning, where the teacher and the pupil are partners in communication. The interested study takes place where the age and psychological characteristics of students are taken into account, since for each age group is characterized by its kind of leading activity. According to the data of modern age psychology, for students of 5-6 forms, the leading is game activity, of 7-9 forms – the most important is cognitive and holistic orientation activity, in the upper classes, in addition, the communicative activity acquires a great importance.

All activities are closely related to the notion of “late interest” – it is a reliable and a real factor in the motivation of teaching. So, we developed a scale of signs of the cognitive interests of each student, formed as a result of an individual approach to him:

- pupil's activity at a particular lesson;
- accuracy and completeness of answers;
- number of additions to the answers of classmates on their own initiative;
- additional questions for the teacher at the lesson;
- number of appeals for advice to a teacher,
- participation in Olympiads;

- general pupil's erudition.

This scale helps to investigate the variations in the motivation of each pupil in the positive or negative side. Proceeding from this, it is necessary to find appropriate texts, exercises and tasks in order to interest pupils and maintain motivation at a sufficiently high level.

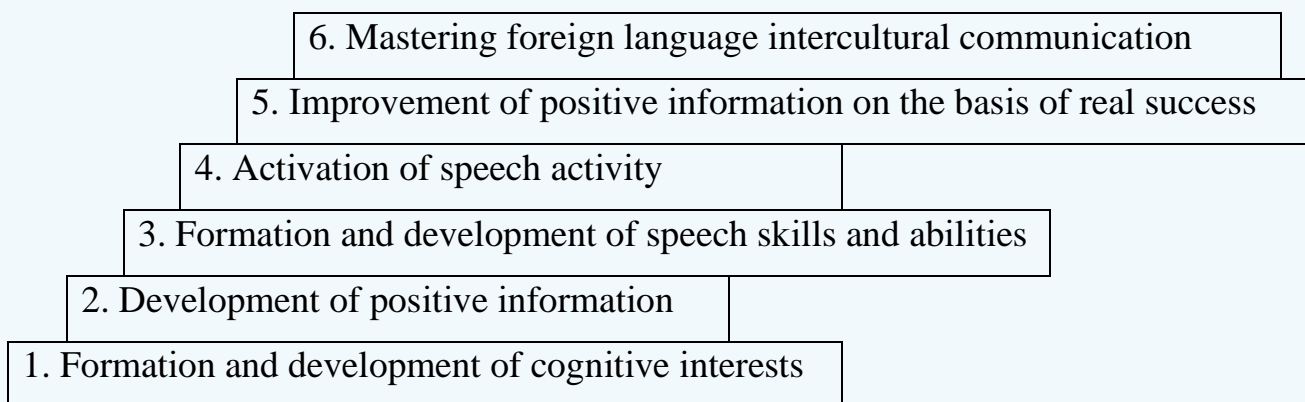
In doing in such a case, one must always adhere to three principles that we recommend to young teachers:

21. The formulation of the tasks of the lesson should impress pupils, open up a clear speech perspective in front of them. The teacher must make a lesson live specificity that is attractive to pupils.

22. For the purpose of qualitative assimilation of material, it is necessary not to “serve” learning, but to “live” it, so that it has a vital content for the students, that is, it was personally significant. The teacher should have a good idea of what his/her pupils live, what their hobbies, tastes, values are.

23. The atmosphere of trust and cooperation must prevail in the classroom. Passing the threshold of a class, the teacher turns into a communication partner, “the first among equal” and at the same time the organizer, which transforms the living impressions of reality into the subject of communication in the class.

Intercultural communication at the lessons is mastered through the interaction of all types of speech activity (listening, speaking, reading, writing). The path to it can be displayed as steps:



As can be seen from the scheme, the activation of speech activity is based on positive pupils' motivation, and is one of the ways to increase it. Motivation is a "trigger" for mastering a foreign language.

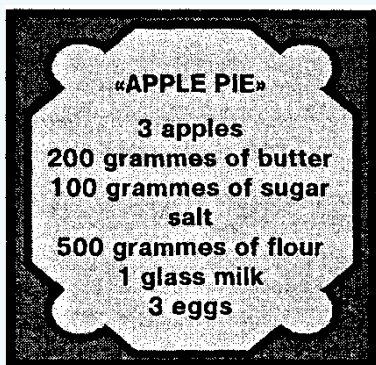
From the first minute of the lesson, students should be interested in, asking them the tasks they would like to accomplish. The language charge at the beginning of the lesson is in fact its communicative prologue. It depends on the presence or absence of the linguistic atmosphere in the classroom. Speech charge is always based on previously learned material.

### FRAGMENT 1

The teacher comes to the class and brings a solid piece of cake with him/her. The unusual situation immediately attracts the attention of pupils.

**Teacher:** Yesterday I baked a pie for my guests but the pie wasn't very tasty. Today it is very hard and nobody wants to drink tea with it. I can't understand anything. Help me to solve this problem, please.

This is a recipe. (*Write a recipe on a piece of paper in capital letters*)



**Teacher:** I also put apples, butter, sugar, flour, milk, eggs (*shows a picture depicting everything that was put into a pie*) but you see the result.

Look at two recipes and try to explain why ray pie is so hard.

*Pupils discuss the problem, look for the cause of the unsuccessful pie and give their recommendations:*

- 1) You couldn't make a tasty pie because you had little butter.
- 2) You used two apples instead of three.
- 3) Your pie is hard because you put little flour.

4) You couldn't bake a tasty pie because you put little milk in it.

**Teacher:** So, what is my main mistake?

**Pupil:** If you want to have a tasty pie you have to follow the recipe.

## FRAGMENT 2

**Teacher:** Good morning, children! How are you? You are well, I am glad to hear that. But I can't say the same about myself. I have a terrible headache and a sore throat. Can you give me some advice what to do? Use the verb «should» as much as you can.

*Students recommend:*

**Pupil 1:** You should go to the doctor.

**Pupil 2:** You should take medicine. You have surely a flue.

**Pupil 3:** You should go to bed and drink a cup of hot tea with lemon and honey.

**Pupil 4:** You should take your temperature and call the doctor.

**Pupil 5:** You should gargle your throat.

## FRAGMENT 3

*The theme of speech charging can be rules of conduct at the table «Table Manners».*

**Teacher:** Children! During the break I was at the school canteen and saw that many pupils didn't know table manners. They were shouting and talking with their mouths full. Do you know the table manners? Let's formulate them, using these and other word-combinations:

*to sit up straight, to eat with fingers, to put elbows on the table, to speak with a full mouth, to lick fingers, to say « Thank you», to eat with a knife and a fork etc.*

*Students formulate rules of conduct at the table, which one of them writes on the board.*

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## **THE ADVANTAGES OF USING BLENDED LEARNING IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Our era is the transition of society from post-industrial to informational. Education consequently can focus on technologies and motivate students to manage and process information, make quick decisions, and meet the needs of the labor market. Unfortunately, traditional forms and methods of teaching, which are aimed at receiving information passively, do not contain independent learning and usage practically what students already know.

Additionally, the pandemic of COVID-19 has been greatly disturbing all sectors of society and revealing its fault lines – especially in education systems. For several



## ЗМІСТ

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