

SCI-CONF.COM.UA

ACTUAL TRENDS OF MODERN SCIENTIFIC RESEARCH



**ABSTRACTS OF VI INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE
JANUARY 17-19, 2021**

**MUNICH
2021**

ACTUAL TRENDS OF MODERN SCIENTIFIC RESEARCH

Abstracts of VI International Scientific and Practical Conference

Munich, Germany

17-19 January 2021

Munich, Germany

2021

HISTORICAL SCIENCES

80. **Коцан В. В.** 468
ПОХОРОННІ ЗВИЧАЇ ТА ОБРЯДИ СІЛ ПОНИЗЗЯ Р. УЖ НА
ЗАКАРПАТТІ НАПРИКІНЦІ ХІХ – ПЕРШОЇ ПОЛОВИНИ ХХ СТ.
81. **Пивовар С. Ф.** 476
КРИТИКА ДЕРЖАВНОЇ ДІЯЛЬНОСТІ ГЕТЬМАНА БОГДАНА
ХМЕЛЬНИЦЬКОГО В «ІСТОРІЇ УКРАЇНИ-РУСИ» МИХАЙЛА
ГРУШЕВСЬКОГО.

POLITICAL SCIENCES

82. **Аулін О. А.** 483
СЕК'ЮРИТИЗАЦІЯ ІСЛАМУ: ГЕНЕЗИС І НОВІ ТРЕНДИ.
83. **Ядловська О. С., Носенко Ю. В.** 489
ТРЕНДЕНЦІЇ ЗОВНІШНЬОЇ ТРУДОВОЇ МІГРАЦІЇ УКРАЇНЦІВ НА
СУЧАСНОМУ ЕТАПІ.

PHILOLOGICAL SCIENCES

84. **Chernysh O.** 497
MICROSTRUCTURE OF ELECTRONIC DICTIONARY.
85. **Kurychenko S. V.** 500
IMPROVING FOREIGN LANGUAGE LEARNING IN HIGHER
TECHNICAL EDUCATION.
86. **Ананьян Е. Л.** 504
РОЛЬ ПРОЄКТНОГО НАВЧАННЯ У ПРОЦЕСІ ПРОФЕСІЙНОЇ
ПІДГОТОВКИ УЧИТЕЛЯ ІНОЗЕМНОЇ МОВИ.
87. **Войтенко Л. І.** 508
АНТРОПОЦЕНТРИЗМ ЯК ОСНОВА СВІТОСПРИЙНЯТТЯ
ПЕРСОНАЖІВ У РОМАНІ В. ГОЛДІНГА «ВОЛОДАР МУХ».
88. **Горенко В. М.** 512
МОВОТВОРЧІСТЬ ІВАНА ПЕРЕПЕЛЯКА У ДОСЛІДНИЦЬКІЙ
ІНТЕРПРЕТАЦІЇ.
89. **Давиденко А. О.** 518
СИНТАКСИЧНІ ЗАСОБИ РЕПРЕЗЕНТАЦІЇ ФЕНОМЕНУ
КОНЦЕПТУ В ПРИЗМІ ЛІНГВОСЕМІОТИКИ.
90. **Кучер В. В.** 521
ЛІТЕРАТУРНО-КРИТИЧНА РЕЦЕПЦІЯ ФАНТАСТИЧНОЇ ПРОЗИ
ОЛЕСЯ БЕРДНИКА.
91. **Ольховська Н. С., Шушківська А. А.** 528
ЕКОЛОГІЧНИЙ ТЕРМІН ЯК ОДИНИЦЯ ГАЛУЗЕВОЇ
ТЕРМІНОСИСТЕМИ: СЕМАНТИКО-СТИЛІСТИЧНІ
ОСОБЛИВОСТІ.
92. **Павликівська Н. М., Слободинська Т. С.** 535
АНТРОПОНІМИ ВТОРИННОЇ НОМІНАЦІЇ.

IMPROVING FOREIGN LANGUAGE LEARNING IN HIGHER TECHNICAL EDUCATION

Kyrychenko Svitlana Volodymyrivna

Candidate of Pedagogical Sciences

Associate Professor of Modern Languages

Department, Admiral Makarov

National University of Shipbuilding

Mykolaiv, Ukraine

Introductions At the present stage, society needs high-level technical specialists who are able to quickly master the latest information from foreign sources. The study of foreign languages, therefore, is of great importance for future professionals, so they will be able to freely share experiences in a foreign language environment, while gaining new knowledge that will be aimed at the development of their country.

Aim Research of ways to improve the process of learning foreign languages in technical institutions of higher education, consideration of methods of creating a positive mood in the classroom, which leads to overcoming psychological barriers to communication in a foreign language, its effective learning, stimulating cognitive activity of students.

Materials and methods Technical universities mainly use the method of teaching a foreign language, which is based on translation of specialized educational texts, learning terminology and grammar. This technique helps to develop reading skills, interpretation of texts, mastery of professional terminology, but at the same time has a negative impact on students' communication skills. One of the ways to overcome a psychological component of verbal communication are classes, where students are able to show and deepen their knowledge of a foreign language in a relaxed friendly atmosphere. Therefore, the primary task of the teacher is to find a creative approach to the choice and use of rational teaching methods in a foreign language classroom.

Today, different methods should be used in a foreign language classroom, highlighting the communicative, to improve knowledge and skills of students of technical specialties. The learning process should be formed as close as possible to the real communicative situation. Appropriate combination of individual, frontal, group and collective forms of work in the classroom allows to maximize the benefits of each of them, plays a crucial role in shaping the educational and cognitive activities of students in order to form, develop and improve students' professional and communicative competence.

During the study it was found that starting from the first year, study groups should be formed according to the level of knowledge of students, and, accordingly, to apply certain teaching methods. All this requires certain organizational measures, including adjustment of the schedule of classes in the educational institution.

During classes, positive emotions increase productivity of cognitive processes, promote a creative approach to solving various problems. As in any other activity, in the study of a foreign language, emotions play the role of a motivating function and are primary in relation to motives. Emotions combine the core of a person's motivational structure. At that, high positive motivation can play the role of a compensating factor in case of insufficiently high abilities, but this factor does not work in the opposite direction – no high level of student's abilities can compensate for lack or low level of motivation and lead to a significant learning success. Therefore, it is necessary to create a psychologically comfortable, emotionally attractive atmosphere in the classroom, which motivates, encourages learning activities to form in students a sense of trust and partnership between him and the teacher.

When designing the educational process, it is necessary to look for ways to create conditions for involvement of all students, constantly work on increasing their level of motivation to learn foreign languages, stimulating motivation (encouragement, interest, desire, etc.) of the learning process participants. A successful condition for the formation in students of reference and exploratory creative activity, self-organization and self-discipline is to encourage students to

work independently, which produces a psychological attitude to the systematic replenishment of their knowledge.

In order to increase efficiency and productivity of modular learning and improve foreign language competence of students of technical universities a variety of modern innovative technologies involving multimedia materials, computer and Internet technologies should be applied. Extensive use of video and audio materials, computer tools and the Internet resources actively develop understanding of spoken language by students.

When creating one's own multimedia resources and methodological developments, it is necessary to emphasize not on language-reproductive tasks, but rather on communicative-cognitive ones, which contribute to formation of foreign-language dialogic speech. The introduction of multimedia materials into the educational process will necessitate creation of new curricula, which should be compiled taking into account the ultimate goal of the level (A, B or C) of foreign language proficiency by participants in the educational process.

The use of modern cognitive materials in the classroom, which would correspond to the specialization and preferences of students, allows them to show and maintain a lively interest in the discipline, and at the same time helps to avoid monotony, dullness in the process of learning a foreign language. These can be not only various text materials, educational programs and videos, but also multimedia interactive technologies that combine texts, graphics, videos, animation and audio effects, promote more effective foreign language learning, as well as an integrated development of students' language skills.

The interactive nature of the tasks, the two-way connection of the student with the computer, visual illustrations and tables, interesting video and audio materials, multimedia tools will be able to turn the monotonous and uninteresting process of learning a foreign language into an exciting game.

Results and discussion Important conditions for a successful educational process of learning foreign languages are the intellectual competence and professionalism of the teacher, creating a positive psychological environment, the use

of new educational technologies, individualization of learning and the use of interactive forms of work in the classroom. Activation of thinking, cognitive activity and encouragement to independent work helps students – future professionals to adapt to modern realities, in which a person to be competitive on the labor market should learn throughout life.

There is no doubt in the expediency of creating special groups for learning foreign languages and introduction of their optional learning, including a second foreign language (with allocation of a certain amount of time), as additional knowledge of the basic and second foreign language can expand opportunities for language training and in future will contribute to opportunities to improve their knowledge of a foreign language during an internship abroad.

Conclusion Thus, the effectiveness of communicatively oriented foreign language teaching in higher education institutions depends on the teacher's personality, available approaches and methods. Appropriate use of foreign language teaching methods will help to reveal the creative potential of students, promote formation of highly qualified future professionals.