

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE “IGOR SIKORSKY KYIV  
POLYTECHNIC INSTITUTE”

INTERNATIONAL ASSOCIATION OF EDUCATORS  
TURKISH EDUCATIONAL RESEARCH ASSOCIATION  
ÇANAKKALE ÖSEKİZ MART UNIVERSITY (TURKEY)  
FIL. DR. JAN-U. SANDAL INSTITUTE (NORWAY)  
BAKU SLAVIC UNIVERSITY (REPUBLIC OF AZERBAIJAN)  
VELIKO TARNOVO UNIVERSITY (BULGARIA)



***ANNUAL CONFERENCE ON CURRENT FOREIGN  
LANGUAGES TEACHING ISSUES IN HIGHER  
EDUCATION***

May 16, 2019

CONFERENCE PROCEEDINGS

Kyiv – 2019

**Редакційна колегія:**

**Саснко Н. С.** – к.пед.н., професор, декан факультету лінгвістики КПІ ім. Ігоря Сікорського

**Лавриш Ю.Е.** – к.пед.н., доцент, завідувач кафедри англійської мови технічного спрямування №2, ФЛ, КПІ ім. Ігоря Сікорського

**Сімкова І.О.** – к.пед.н., доцент, завідувач кафедри англійської мови гуманітарного спрямування №3, ФЛ, КПІ ім. Ігоря Сікорського

**Гришина О.А.** – к.пед.н., доцент кафедри англійської мови технічного спрямування №2, ФЛ, КПІ ім. Ігоря Сікорського

**Ставицька І.В.** – к.пед.н., доцент кафедри англійської мови технічного спрямування №2, ФЛ, КПІ ім. Ігоря Сікорського

**Чугай О.Ю.** – к.пед.н., доцент кафедри англійської мови технічного спрямування №2, ФЛ, КПІ ім. Ігоря Сікорського

**Колісник М. С.** – к.філ.н., доцент кафедри англійської мови гуманітарного спрямування №3, ФЛ, КПІ ім. Ігоря Сікорського

**Духаніна Н.М.** – к.пед.н., доцент кафедри англійської мови гуманітарного спрямування №3, ФЛ, КПІ ім. Ігоря Сікорського

**Мойсеєнко С.М.** – к.філол.н., старший викладач англійської мови технічного спрямування №1, ФЛ, КПІ ім. Ігоря Сікорського

**Гордієнко Н.М.** – викладач англійської мови технічного спрямування №1, ФЛ, КПІ ім. Ігоря Сікорського

**Сучасні тенденції викладання іноземних мов у закладах вищої освіти:** Матеріали Міжнародної науково-практичної конференції, 16 травня 2019 р. – К., 2019. – 205 с.

Збірник містить матеріали щорічної науково-практичної конференції з актуальних питань й інноваційних тенденцій викладання іноземних мов у вищих навчальних закладах. Конференція збрала науковців з різних міст України, Туреччини, Норвегії, Польщі, Азербайджанської Республіки. Матеріали конференції можуть бути цікавими та корисними для науковців, аспірантів, викладачів і студентів вищих навчальних закладів. викладачів і студентів вищих навчальних закладів.

**Відповідальність за достовірність фактів, цитат, власних імен та інших відомостей несуть автори публікацій**

© Національний технічний університет України  
“Київський політехнічний інститут  
імені Ігоря Сікорського” ФЛ, 2019

**Editorial Board:**

**N. Saienko** – Ph.D. in Pedagogics, Professor, Dean of the Faculty of Linguistics, Igor Sikorsky Kyiv Polytechnic Institute

**Yu. Lavrysh** – Ph.D. in Pedagogics, Assoc. prof., head of the Department of English for Engineering №2, Igor Sikorsky Kyiv Polytechnic Institute

**I. Simkova** – Dr. Sc, Assoc. prof., head of the Department of English Language for Humanities, Igor Sikorsky Kyiv Polytechnic Institute

**O. Hryshyna** – Ph.D. in Pedagogics, Assoc. prof., Department of English for Engineering №2, Igor Sikorsky Kyiv Polytechnic Institute

**I. Stavyska** – Ph.D. in Pedagogics, Assoc. prof., Department of English for Engineering №2, Igor Sikorsky Kyiv Polytechnic Institute

**O. Chugai** – Ph.D. in Pedagogics, Assoc. prof., Department of English for Engineering №2, Igor Sikorsky Kyiv Polytechnic Institute

**M. Kolisnyk** – Ph.D. in Philology, Assoc. prof., Department of English Language for Humanities, Igor Sikorsky Kyiv Polytechnic Institute

**N. Duhanina** – Ph.D. in Pedagogics, Assoc. prof., Department of English Language for Humanities, Igor Sikorsky Kyiv Polytechnic Institute

**S. Moiseienko** – Ph.D. in Philology, senior teacher, Department of English for Engineering №1, Igor Sikorsky Kyiv Polytechnic Institute

**N. Gordienko** – teacher, Department of English for Engineering №1, Igor Sikorsky Kyiv Polytechnic Institute

*Annual Conference on Current Foreign Languages Teaching Issues in Higher Education:* Conference Proceedings of the International Scientific and Practical Conference, 16 May 2019. – K., 2019. – 205 p.

The collection contains proceedings of the annual international scientific and practical conference on the topical issues of modern approaches and innovative tendencies in foreign languages teaching in higher education institutions. The scientists from different cities of Ukraine, Turkey, Poland, Norway and the Republic of Azerbaijan took part in the event. The conference proceedings can be interesting and useful for scientists, postgraduates, lecturers and students of higher educational institutions.

**Responsibility for the accuracy of facts, quotations, proper names and other information are on the authors of publications**

© National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute” FL, 2019

*Svetlana Tregub*

*Zaporozhye State Medical University, Zaporozhye, Ukraine*

## **FOREIGN LANGUAGE FOR SPECIFIC PURPOSES AT HIGHER MEDICAL ESTABLISHMENTS**

**Key words:** professional medical text, professional English.

**Introduction.** Changes in the system of medical education, its reformation and integration into the international educational space require an increase in the efficiency of the training process and the quality of the medical specialist training.

In our opinion, one of the improving aspects of a future doctor's professional training is the knowledge of professional foreign vocabulary, possession of such kind of speech activity as a reading not only in the context of academic education, but also for the special purposes, for example, when preparing for a special licensed exam "Step-1,2,3".

**Methodology.** The research design for this study is analytical and descriptive, which places emphasis on theoretical methods: critical analysis of linguistic and pedagogical sources on the research issue; conceptual analysis of the notion "specialized language"; study of the pedagogical experience and generalization on the research problem.

**Results and discussion.** At the 1st year, medical students study the discipline "Foreign Language", which allows them to acquire basic lexical, grammatical knowledge. At the 2nd year they study the discipline "Foreign language of professional direction". It is known, that the purpose of learning, is determined by the program, a document in which it acquires specificity for the entire period of study. Thus, the subject of the study of the discipline "Foreign language of professional direction" is the special vocabulary and grammatical constructions used in practice in the specialty. Interdisciplinary connections play an important role where the integration of the professional knowledge of medical students lies in the conscious use of the information of fundamental disciplines during the foreign language training at the first and second years at the higher medical school. For this purpose, the educational content of the discipline "Foreign language of professional direction" contains material on Biology, Biophysics, Biochemistry, Anatomy, Histology, Physiology, Latin language, Bioethics, etc. Among the goals of the foreign language teaching in the medical universities is the study of reading as one of the varieties of speech activity. In the life of a modern doctor, reading plays an extremely important role.

Reading in a foreign language allows the medical student not to simulate, but to reproduce one form of real communication in a foreign language. As a result of reading, the process of obtaining information is being developed, the mental skills of its learning are worked out, the passive and active vocabulary is formed. The future of the doctor involves the daily processing of a large amount of special information through reading. There is no doubt, that the guidelines in the professional field for the physician are defined precisely by reading through the development of samples and established forms of medical documents. Self-improvement of the specialist of this profile is also mainly due to the reading of special literature. Therefore, reading skills are very important, even professional, which distinguishes this type of speech activity among others.

Russian explorer Ulitina (2007) under the text composition understands the external form of the text, determined by the external structural organization, which involves a) the organization, location and communication of outwardly expressed and perceived by the reader components of the text, its sentences, paragraphs, paraphrase unity, subtext; b) outwardly expressed compositional schemes of speech forms or types of speech; c) composition of the whole text having a three-component structure; d) the external compositional organization of an information source of a large volume in the form of parts, paragraphs, sections (p. 84).

As an example, let's look at some types of professionally oriented texts. Texts of medical issues are presented in modern English-language periodicals by annotations of medical products, brief reviews, summaries, case studies. They inform the medical student about the news in the field of medicine, contain their analysis and evaluation. Thus, getting acquainted with these publications

contributes to the general erudition of medical students and knowledge of complex issues in their future profession.

It's known, that English medical texts have their own specifics and are characterized by several distinctive features: on the one hand, despite the scientific orientation, they have widely-used vocabulary, and on the other hand, a large number of special professional terms or professional language are used.

The term "specialized language" (German: "Fachsprache") first appeared in German linguistics, so it is best developed and its definition is most widespread in this language. Thus, the German linguist Hoffman (1985) defines a professional language as "a collection of all linguistic means used in a specially defined communicative sphere in order to reach an understanding among all field professionals" (p. 48).

In British and American linguistics, the term "language for special purposes" (LSP) is used to refer to professionally marked vocabulary, which was used at the end of the twentieth century. Under the special purpose the British and American linguists understand the spheres of social relations, such as science, economics, law, art, medicine, etc..

Antic Zorica (2007) considers, the study of languages for specific purposes (LSP) is highly student – centered, focused on learners' professional linguistic needs, as well as teaching materials production.

I think, that "specialized language" is a collection of all linguistic means used in a particular field in order to provide a mutual understanding of communicants.

How do the medical students work with the reading of professional medical literature? Let's look at the example of the tasks for Step-1, speciality "Medicine", 2018.

For example, case-history: a man with ischemic heart disease has been taking his medicine too often throughout a day, which resulted in poisoning. Examination detects cyanosis of skin and mucosa, sharp drop of blood pressure, tachycardia, and respiratory depression. Blood methemoglobin is high. What type of medicine did the patient overdose on? Answers: A. Organic nitrates B.  $\alpha$ -adrenergic blockers C. Calcium channel blockers D. Adenosine-based drugs E. Myotropic antispasmodics.

At first, it is necessary to distinguish the main terms that will allow the medical students to understand the proper information, namely: ischemic heart disease, medicine, poisoning, examination, cyanosis of skin and mucosa, blood pressure, tachycardia, respiratory depression, blood, overdose. The next step is to pay attention to the Latin components in English words. Most of the English medical terms are of Latin-Greek origin. In our example, there are methemoglobin, organic nitrates, myotropic antispasmodics, tachycardia. Next is to draw attention to the word formation of the terms, namely suffixes, prefixes, bases: overdose, antispasmodics, depression. Then define a key word that helps to understand the contents of the case. The last step-question words (What, Where, Why ...). In our case, is What type of medicine?

**Conclusion.** Thus, the knowledge of "professional medical English terms", the basics of the word formation of medical terms, the possession of the suffixes and prefixes meaning, questioning sentences, and the TE of Latin will allow medical students not only to create both an active and passive vocabulary, but also significantly increase their potential in English professional literature translating.

### References

- Hoffmann, L. (1985). *Kommunikationsmittel Fachsprache: Eine Einfuhrung*. Tubungen.
- Ulitina, S.G. (2007). Composition of the whole connected text in the professional- oriented reading of the translator. *Journal of Problems of Linguistics and Pedagogy*, 10, 80–88.
- Zorica, Antic. (2007). Forward in teaching English for medical purposes, *Facta Universitatis. Medicine and Biology*, 14(3), 141–147.

### Information about authors

<b><i>I. Innovative Approaches and Methods in Foreign Language Teaching</i></b>	
<b><i>Tetiana Anoshkova</i></b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Nataliia Chizhova</i></b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Hanna Dyvnych</i></b>	<i>PhD in Public Administration, visiting research fellow at the Fil. Dr. Jan.-U. Sandal Institute (Norway), Teacher of the Department of Foreign Languages for Specific Purposes at Chernihiv National University of Technology (Ukraine)</i>
<b><i>Mammadov Nasiraga Shakhmurad oglu Sofiia Sokolova Nataliia Kholiavko</i></b>	<b><i>Mammadov Nasiraga Shakhmurad oglu</i></b> <i>D.Sc., Prof., Baku Slavic University, Baku, Azerbaijan</i> <b><i>Sofiia Sokolova</i></b> <i>Ph. D., Assoc. Prof., Deputy editor-in-chief of the scientific journal «Intercultural Communication», Alcide De Gasperi University of Euroregional Economy, Warsaw, Poland</i> <b><i>Nataliia Kholiavko</i></b> <i>Ph. D., Assoc. Prof., Chernihiv National University of Technology, Chernihiv, Ukraine</i>
<b><i>Olga Medkova</i></b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Oksana Serheieva</i></b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Oksana Tymoshenko Oksana Kryzhak</i></b>	<i>Teachers, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Svitlana Bobrovnyk</i></b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Olga Ameridze Yelizaveta Kriukova</i></b>	<b><i>Olga Ameridze</i></b> <i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b><i>Yelizaveta Kriukova</i></b> <i>associate professor National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Kostiantyn Lisetskyi</i></b>	<i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Sviatoslav Tereshchenko</i></b>	<i>Specialist degree in "Translation", teacher at National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Lydia Shilina</i></b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Daria Shchypachova</i></b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b><i>Natalia Mukan Mariia Busko Luidmyla Huk Halyna Kuzan Nadiia Vilkhovchenko</i></b>	<b><i>Natalia Mukan</i></b> <i>Doctor of Sciences, Professor, Chair of the Department of Foreign Languages, Lviv Polytechnic National University, Lviv, Ukraine</i> <b><i>Mariia Busko</i></b> <i>PhD (Education), associate professor, Department of Foreign Languages, Lviv Polytechnic National University, Lviv, Ukraine</i> <b><i>Luidmyla Huk</i></b> <i>PhD (Education), associate professor, Department of Foreign Languages, Lviv Polytechnic National University, Lviv, Ukraine</i>

	<p><b>Halyna Kuzan</b> PhD (Linguistics), associate professor, Department of Foreign Languages, Lviv Polytechnic National University, Lviv, Ukraine</p> <p><b>Nadiia Vilkhovchenko</b> PhD (Linguistics), associate professor, Department of Foreign Languages, Lviv Polytechnic National University, Lviv, Ukraine</p>
<p><b>Svitlana Isaieva</b> <b>Mariya Leshchenko</b> <b>Nataliia Sulaieva</b></p>	<p><b>Svitlana Isaieva</b> Taras Shevchenko National University of Kyiv, Kyiv, Ukraine</p> <p><b>Mariya Leshchenko</b> The Jan Kochanowski University in Kielce, Branch in Piotrków Trybunalski, Poland</p> <p><b>Nataliia Sulaieva</b> Poltava V.G. Korolenko National Pedagogical University, Poltava, Ukraine</p>
<p><b>Oleksandra Popova</b> <b>Lulu Jin</b></p>	<p><b>Oleksandra Popova</b> Doctor of Pedagogical Sciences, Associate Professor, Dean of the Foreign Languages Department, State institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky», Odesa, Ukraine</p> <p><b>Lulu Jin</b> Postgraduate student, State institution «South Ukrainian National Pedagogical University named after K. D. Ushynsky», Odesa, Ukraine</p>
<p><b>Yuriy Kozlovskiy</b> <b>Oksana Bilyk</b> <b>Mariana Marusynets</b></p>	<p><b>Yuriy Kozlovskiy</b> Doctor of Pedagogical Sciences, Associate Professor, Head of the Department of Pedagogy and Social Management, Lviv Polytechnic National University, Lviv, Ukraine</p> <p><b>Oksana Bilyk</b> PhD in Pedagogical Sciences, Associate Professor at the Department of Foreign Languages, Lviv Polytechnic National University, Lviv, Ukraine</p> <p><b>Mariana Marusynets</b> PhD in Philological Sciences, senior scientific worker at the department of foreign systems of pedagogical education and adult education of the Institute of Pedagogical Education and Adult Education named after Ivan Zyazyun NAES of Ukraine, Kyiv, Ukraine</p>
<p><b>Iryna Boyko</b></p>	<p>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</p>
<p><b>Olha Kovalenko</b></p>	<p>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</p>
<p><b>Halyna Lotfi Ghahrodi</b></p>	<p>External Ph.D. student, a Teacher at the Department of Foreign Languages Institute of Social Studies and Humanities, Lviv Polytechnic National University, Lviv, Ukraine</p>
<p><b>Svitlana Fedorenko</b></p>	<p>Doctor of Pedagogical Sciences, Professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</p>
<p><b>Olena Nevkipilova</b></p>	<p>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</p>
<p><b>Tetiana Hannichenko</b> <b>Kateryna Tishechkina</b></p>	<p><b>Tetiana Gannichenko</b> Associate Professor, Associate Professor of Foreign Languages Department Mykolayiv National Agrarian University, Mykolayiv, Ukraine</p>

	<b>Kateryna Tishechkina</b> Associate Professor, Associate Professor of Foreign Languages Department Mykolayiv National Agrarian University, Mykolayiv, Ukraine
<b>2. Language and Literacy Education</b>	
<b>Sviatoslav Baranov</b>	Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine
<b>Yuliana Drobyazko</b>	ESL Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine
<b>Inna Livytska</b>	Ph.D., Research Scholar, Taras Shevchenko National University, Kyiv, Ukraine
<b>Tatiana Kravchenko</b> <b>Valentina Ogienko</b>	<b>Tatiana Kravchenko</b> Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine <b>Valentina Ogienko</b> Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine
<b>Liudmyla Zhygzhytova</b>	Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine
<b>Tetiana Korol</b>	PhD in Pedagogical Studies, Associate Professor, Associate Professor of the Department of Ukrainian, Foreign Languages and Translation, Higher Educational Establishment of Ucoopspilka “Poltava University of Economics and Trade”, Poltava, Ukraine
<b>3. Foreign Language for Specific Purposes</b>	
<b>Inna Antonenko</b>	Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine
<b>Inna Borkovska</b>	Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine
<b>Olena Hryshyna</b> <b>Olena Leonova</b>	<b>Olena Hryshyna</b> Associate professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine <b>Olena Leonova</b> Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine
<b>Iryna Lytovchenko</b> <b>Valetina Lukianenko</b>	<b>Iryna Lytovchenko</b> Doctor of Pedagogical Sciences Professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine <b>Valetina Lukianenko</b> Associate professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine
<b>Svitlana Moiseienko</b>	PhD, Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine
<b>Natalia Nikitina</b> <b>Dmytro Prykhodko</b>	<b>Natalia Nikitina</b> Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine <b>Dmytro Prykhodko</b> Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine

<b>Olena Pysarchyk</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Olha Shevchenko</b>	<i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Larysa Svyrydova</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Kateryna Tuliakova Olga Zavorotna</b>	<b>Kateryna Tuliakova</b> <i>Associate Professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b>Olga Zavorotna</b> <i>Associate Professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Olena Volkova Svitlana Boiko</b>	<b>Olena Volkova</b> <i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b>Svitlana Boiko</b> <i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Olga Yaroshenko</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Olha Yefimova Svitlana Zhytska</b>	<b>Olha Yefimova</b> <i>PhD in Pedagogy, Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b>Svitlana Zhytska</b> <i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Oksana Zarivna Nataliia Khymai</b>	<b>Oksana Zarivna</b> <i>Candidate of Pedagogical Sciences., Associate professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b>Nataliia Khymai</b> <i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Hanna Voronina Inna Meleshko</b>	<b>Hanna Voronina</b> <i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b>Inna Meleshko</b> <i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Iryna Kozubska Nataliia Kompanets</b>	<b>Iryna Kozubska</b> <i>Candidate of Philological Sciences, senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b>Nataliia Kompanets</b> <i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Anna Nypadymka</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Natalia Shalova</b>	<i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Oleksandra Bondarenko</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Oksana Chugai</b>	<i>PhD, Associate Professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>



<b>Nataliia Dychka</b>	<i>PhD, associate professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Nataliia Ishchuk</b>	<i>PhD, associate professor at Vasyl’ Stus Donetsk National University</i>
<b>Tetiana Maslova</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Jan-Urban Sandal</b>	<i>Prof. Prof h.c. mult Fil. Dr., Rector Owner, Jan-U. Sandal Institute, Finstadjordet, Norway</i>
<b>Iryna Simkova</b>	<i>Doctor of Pedagogical Sciences, Associate Professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Natalia Tarasiuk</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Iryna Kozlovska</b> <b>Iryna Savka</b> <b>Uliana Kushpit</b>	<b>Iryna Kozlovska</b> <i>Doctor of Pedagogical Sciences, leading researcher of the International Institute of Education, Culture and Relations with the Diaspora, National University “Lviv Polytechnic”, Lviv, Ukraine</i> <b>Iryna Savka</b> <i>PhD in Pedagogical Sciences, Associate Professor of the department of foreign languages for Humanities, Lviv Ivan Franko National University, Lviv, Ukraine</i> <b>Uliana Kushpit</b> <i>a post-graduate student of the Department of Foreign Languages, National University “Lviv Polytechnic”, Lviv, Ukraine</i>
<b>Yuliana Lavrysh</b>	<i>PhD, associate professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Serhii Kononenko</b>	<i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Julia Gaidenko</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Olga Yashchuk</b>	<i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Svetlana Tregub</b>	<i>PhD in Pedagogics, associate professor of the department of Foreign Languages, Zaporozhye State Medical University, Zaporozhye, Ukraine</i>
<b>Neonila Kutsenok</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Oksana Omelchenko</b>	<i>Candidate of Political Sciences, Associate Professor, Department of Social and Political Sciences, University of Contemporary Knowledge, Kyiv, Ukraine</i>
<b>4. Language Testing and Assessment</b>	
<b>Alina Kotkovets</b>	<i>PhD student, teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Nataliia Dukhanina</b> <b>Olga Grabar</b>	<b>Nataliia Dukhanina</b> <i>Ph.D., Assoc. Prof., National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b>Olga Grabar</b> <i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Natalia Matkovska</b>	<i>PhD student, KNLU, Kyiv, Ukraine, Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>

<b>Iryna Nazarenko</b>	<i>Candidate, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>5. Multimedia and ICT in Foreign Language Teaching</b>	
<b>Erman Akilli</b> <b>Lesia Konoplianyk</b> <b>Yuliia Pryshupa</b>	<b>Erman Akilli</b> <i>Assistant Professor, PhD, Director of Foreign Affairs Office, Kirsehir Ahi Evran University, Kirsehir, Turkey</i> <b>Lesia Konoplianyk</b> <i>PhD, Assistant Professor of the Foreign Languages and Applied Linguistics Department, National Aviation University, Kyiv, Ukraine</i> <b>Yuliia Pryshupa</b> <i>PhD, Assistant Professor of the Foreign Languages and Applied Linguistics Department, National Aviation University, Kyiv, Ukraine</i>
<b>Inna Bilonizhka</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Nadiia Doronkina</b> <b>Oksana Ivasiuk</b>	<b>Nadiia Doronkina</b> <i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b>Oksana Ivasiuk</b> <i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Alla Feshchuk</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Oksana Pastushenko</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Andrii Pavlovych</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Kateryna Riabova</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Svitlana Volkova</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Kateryna Bondarenko</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Svitlana Vadaska</b>	<i>Senior teacher. National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Kateryna Havrylenko</b>	<i>Senior teacher. National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Tetiana Golub</b>	<i>Associate professor, PhD, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Nataliia Drozdovych</b>	<i>Senior teacher. National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Yuliya Korniyts'ka</b> <b>Maryna Kolisnyk</b>	<b>Yuliya Korniyts'ka</b> <i>Associate Professor, Candidate of Pedagogical Sciences, Associate Professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i> <b>Maryna Kolisnyk</b> <i>Candidate of Philological Sciences, Associate Professor, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Olga Nazarenko</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Iryna Omelchenko</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>

<b>Larysa Popova</b>	<i>Senior teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Mykola Tyshchenko</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Svitlana Yusukhno</b>	<i>Senior teacher, department of Foreign Languages for Professional Purposes, Chernihiv National University of Technology, Chernihiv, Ukraine</i>
<b>Nataliya Yamshinska</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Oksana Hural</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Olha Narodovska</b>	<i>Teacher, National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, Kyiv, Ukraine</i>
<b>Oksana Bahlai</b> <b>Nataliya Machynska</b> <b>Yuliia Matviiv-Lozynska</b> <b>Olha Senkovych</b> <b>Mariia Voloshyn</b>	<b>Oksana Bahlai</b> <i>Lviv Polytechnic National University, Lviv, Ukraine</i> <b>Nataliya Machynska</b> <i>Ivan Franko National University of Lviv, Lviv, Ukraine</i> <b>Yuliia Matviiv-Lozynska</b> <i>Lviv Polytechnic National University, Lviv, Ukraine</i> <b>Olha Senkovych</b> <i>Lviv Polytechnic National University, Lviv, Ukraine</i> <b>Mariia Voloshyn</b> <i>Lviv Polytechnic National University, Lviv, Ukraine</i>

*1. Innovative Approaches and Methods in Foreign Language Teaching*

<i>Tetiana Anoshkova</i>	<b>INTEGRATION OF GLOBAL EDUCATION INTO THE CURRICULUM</b>	3
<i>Nataliia Chizhova</i>	<b>COOPERATIVE CLASSROOM MANAGEMENT</b>	5
<i>Hanna Dyvnych</i>	<b>DEVELOPING SOCIAL ENTREPRENEURSHIP SKILLS AT UNIVERSITY ENGLISH LANGUAGE CLASSES</b>	6
<i>Mammadov Nasiraga Shakhmurad oglu Sofiia Sokolova Nataliia Kholiavko</i>	<b>DEVELOPMENT OF A FOREIGN LANGUAGE COMPETENCE OF STUDENTS IN THE CONTEXT OF HIGHER EDUCATION INTERNATIONALIZATION AND INFORMATIZATION</b>	9
<i>Olga Medkova</i>	<b>TEACHING OTHERS WE TEACH OURSELVES</b>	12
<i>Oksana Serheieva</i>	<b>TEACHING COMMUNICATION SKILLS</b>	13
<i>Oksana Tymoshenko Oksana Kryzhak</i>	<b>INNOVATIVE TECHNOLOGIES IN LEARNING FOREIGH LANGUAGES</b>	15
<i>Svitlana Bobrovnyk</i>	<b>DISCUSSION AS AN EFFECTIVE WAY OF TEACHING A FOREIGN LANGUAGE</b>	16
<i>Olga Ameridze Yelizaveta Kriukova</i>	<b>THE BENEFITS OF THE INTERNATIONALISATION OF HIGHER EDUCATION</b>	18
<i>Kostiantyn Lisetskyi</i>	<b>APPLICATIONS OF THE INFORMATIONAL AND STUDYING ENVIRONMENT IN A UNIVERSITY</b>	19
<i>Sviatoslav Tereshchenko</i>	<b>WHY YOU SHOULD ENGAGE STUDENTS INTO CONSTANT LANGUAGE LEARNING AS A FOREGIN LANGUAGE TEACHER</b>	21
<i>Lydia Shilina</i>	<b>INFLUENCE OF PSYCHO - EMOTIONAL ASPECTS AND NATURAL ABILITIES OF STUDENTS IN THE LANGUAGE LEARNING PROCESS</b>	23
<i>Daria Shchypachova</i>	<b>THE CONCEPT OF DIFFERENTIATED TRAINING AS A PEDAGOGICAL SYSTEM</b>	25
<i>Natalia Mukan Mariia Busko Luidmyla Huk Halyna Kuzan Nadiia Vilkhovchenko</i>	<b>IMMIGRANTS' INTEGRATION AND LANGUAGE LEARNING IN THE SYSTEM OF EDUCATION IN CANADA</b>	26
<i>Svitlana Isaieva Mariya Leshchenko Nataliia Sulaieva</i>	<b>COMMUNICATIVE PEDAGOGY THROUGH CLIL IMPLEMENTATION</b>	28
<i>Oleksandra Popova Lulu Jin</i>	<b>BASIC METHODOLOGICAL PRINCIPLES FACILITATING THE DEVELOPMENT OF STUDENTS' LINGUOCULTURAL COMPETENCE</b>	32

<i>Yuriy Kozlovskyi</i> <i>Oksana Bilyk</i> <i>Mariana Marusynets</i>	<b>POSSIBILITIES OF USING THE MIND MAP FOR THE INTEGRATION OF TEACHING METHODS INTO THE PROCESS OF TEACHING FOREIGN LANGUAGES</b>	35
<i>Iryna Boyko</i>	<b>TEACHER'S ROLE IN MODERN HIGHER EDUCATION</b>	37
<i>Olha Kovalenko</i>	<b>MNEMONIC TECHNIQUE AS EIDETIC METHOD IN TEACHING ENGLISH</b>	39
<i>Halyna Lotfi Ghahrodi</i>	<b>BILINGUAL SCHOOL EDUCATIONAL INNOVATIONS IN ENGLAND AND WALES</b>	40
<i>Svitlana Fedorenko</i>	<b>PLURILINGUALISM-ORIENTED PEDAGOGY</b>	43
<i>Olena Nevkipilova</i>	<b>TEACHING PRINCIPLES FOR EFFECTIVE PRACTICE IN UNDERGRADUATE EDUCATION</b>	45
<i>Tetiana Hannichenko</i> <i>Kateryna Tishechkina</i>	<b>FORMING FOREIGN COMMUNICATIVE COMPETENCE BY MEANS OF THE DIDACTIC GAME</b>	47
	<i>2. Language and Literacy Education</i>	
<i>Sviatoslav Baranov</i>	<b>IMPLICATIONS OF COLLOQUIAL ENGLISH DETERIORATION</b>	53
<i>Yuliana Drobyazko</i>	<b>METHODS OF CREATING ABBREVIATIONS IN TEXTS OF SCIENTIFIC AND TECHNICAL DIRECTION AND FEATURES DURING TRANSLATION</b>	54
<i>Inna Livytska</i>	<b>NARRATIVE WRITING AS EXPERIENTIAL AND INTERPERSONAL PROCESS</b>	56
<i>Tatiana Kravchenko</i> <i>Valentina Ogienko</i>	<b>CULTURE OF COMMUNICATION IN MODERN EDUCATION</b>	59
<i>Liudmyla Zhygzhytova</i>	<b>GRAMMAR TRANSLATION METHOD IN FOREIGN LANGUAGE TEACHING</b>	60
<i>Tetiana Korol</i>	<b>TRANSLATION PROJECT: MEETING TRAINING AND ASSESSMENT NEEDS</b>	62
	<i>3. Foreign Language for Specific Purposes</i>	
<i>Inna Antonenko</i>	<b>PROFESSIONALLY ORIENTED FOREIGN LANGUAGE TEACHING OF FUTURE SPECIALISTS IN PUBLIC RELATIONS</b>	65
<i>Inna Borkovska</i>	<b>LEXICAL ASPECTS OF STUDENT LAWYERS' STUDY OF PROFESSIONAL FOREIGN LANGUAGE</b>	67
<i>Olena Hryshyna</i> <i>Olena Leonova</i>	<b>THE PERSPECTIVES OF THE PROFESSIONAL FOREIGN COMMUNICATIVE COMPETENCY</b>	68

<i>Iryna Lytovchenko</i> <i>Valetina Lukianenko</i>	<b>ENGLISH FOR ACADEMIC PURPOSES AND ITS ROLE IN PROFESSIONAL TRAINING OF MODERN SPECIALISTS</b>	70
<i>Svitlana Moiseienko</i>	<b>INTEGRATED APPROACH TO ENGLISH TEACHING FOR STUDENTS OF TECHNICAL SPECIALTIES</b>	71
<i>Natalia Nikitina</i> <i>Dmytro Prykhodko</i>	<b>WAYS TO MOTIVATE STUDENTS TO STUDY FOREIGN LANGUAGE FOR SPECIFIC PURPOSES</b>	74
<i>Olena Pysarchyk</i>	<b>THE IMPORTANCE OF MOTIVATING WRITING ON ENGLISH LESSONS</b>	76
<i>Olha Shevchenko</i>	<b>METHODS FOR TEACHING IT STUDENTS EFFECTIVE ENGLISH</b>	78
<i>Larysa Svyrydova</i>	<b>SMALL TALK SESSIONS AS A WARMING UP ACTIVITY FOR TECHNICAL STUDENTS</b>	80
<i>Kateryna Tuliakova</i> <i>Olga Zavorotna</i>	<b>TEACHING SPEAKING IN ESP</b>	81
<i>Olena Volkova</i> <i>Svitlana Boiko</i>	<b>ON THE IMPORTANCE OF STUDENTS' LANGUAGE NEEDS ANALYSIS IN TEACHING ESP</b>	83
<i>Olga Yaroshenko</i>	<b>FOREIGN LANGUAGE TRAINING IN THE SYSTEM OF VOCATIONAL TRAINING OF FUTURE SPECIALISTS IN THE FIELD OF ENGINEERING</b>	85
<i>Olha Yefimova</i> <i>Svitlana Zhytska</i>	<b>IMPLEMENTATION OF SIMULATIONS IN THE PROFESSIONAL FOREIGN LANGUAGE TRAINING IN HIGHER MILITARY EDUCATIONAL ESTABLISHMENTS OF UKRAINE</b>	88
<i>Oksana Zarivna</i> <i>Nataliia Khymai</i>	<b>PROFESSIONAL AND COMMUNICATIVE ROLE- PLAYS IN TEACHING A FOREIGN LANGUAGE</b>	89
<i>Hanna Voronina</i> <i>Inna Meleshko</i>	<b>TEACHING SPEAKING FOR TECHNICAL STUDENTS</b>	92
<i>Iryna Kozubska</i> <i>Nataliia Kompanets</i>	<b>TEACHING ENGLISH VOCABULARY FOR SPECIFIC PURPOSES TO BIOMEDICAL ENGINEERING STUDENTS</b>	94
<i>Anna Nypadymka</i>	<b>GRAMMAR RULES CONVERSION INTO FORMULAE TO ENSURE BETTER UNDERSTANDING BY THE STUDENTS OF TECHNICAL SPECIALTIES</b>	96
<i>Natalia Shalova</i>	<b>APPLICATION OF BUSINESS GAMES AT FOREIGN LANGUAGE CLASSES IN TECHNICAL UNIVERSITY</b>	98
<i>Oleksandra Bondarenko</i>	<b>KEY POINTS OF LESSON PLANNING FOR ESP CLASSROOM</b>	100

<i>Oksana Chugai</i>	<b>CONCEPT CHECKING QUESTIONS: WHAT ESP STUDENTS REALLY UNDERSTAND</b>	103
<i>Nataliia Dychka</i>	<b>PRINCIPLES IN TEACHING ENGLISH WRITING FOR SPECIFIC PURPOSES STUDENTS OF IT-SPECIALTIES</b>	105
<i>Nataliia Ishchuk</i>	<b>USING CONTROVERSIAL ISSUES AND DISCUSSION IN ESP CLASSROOM TO BOOST STUDENTS' CRITICAL THINKING SKILLS</b>	107
<i>Tetiana Maslova</i>	<b>PRAGMATICS-FOCUSED PRACTICES OF PROFESSIONAL DISCOURSE IN THE ESP CLASSROOM</b>	109
<i>Jan-Urban Sandal</i>	<b>CONCEPT CLARIFICATION OF THE ENTREPRENEUR IN FOREIGN LANGUAGE TEACHING</b>	113
<i>Iryna Simkova</i>	<b>INNOVATIVE APPROACHES FOR TEACHING OF THE SPOKEN INTERACTION FOR SPECIFIC PURPOSES</b>	116
<i>Natalia Tarasiuk</i>	<b>THE BENEFITS OF PROJECT-BASED LEARNING FOR TEACHING ESP COURSE</b>	118
<i>Iryna Kozlovska</i> <i>Iryna Savka</i> <i>Uliana Kushpit</i>	<b>FEATURES OF FORMATION OF FOREIGN LANGUAGE COMPETENCY OF THE FUTURE PHYSICS TEACHER: INTEGRATED APPROACH</b>	120
<i>Yuliana Lavrysh</i>	<b>ECOCOMPOSITION IN ESP COURSE: CASE STUDY</b>	122
<i>Serhii Kononenko</i>	<b>CONTENT-BASED INSTRUCTION AS A VIABLE TYPE OF SYLLABUS FOR UNIVERSITY ESP COURSES</b>	124
<i>Julia Gaidenko</i>	<b>REQUIREMENTS FOR THE ORGANISATION OF A BUSINESS GAME AS AN EFFECTIVE MEANS OF TEACHING ENGLISH FOR SPECIFIC PURPOSES</b>	127
<i>Olga Yashchuk</i>	<b>MOTIVATION IN TEACHING ESP COURSE</b>	128
<i>Svetlana Tregub</i>	<b>FOREIGN LANGUAGE FOR SPECIFIC PURPOSES AT HIGHER MEDICAL ESTABLISHMENTS</b>	131
<i>Neonila Kutsenok</i>	<b>TRAINING OF CONSTRUCTION AND PREPARATION OF ORAL PRESENTATIONS IS THE MOST IMPORTANT MOMENT IN TEACHING ENGLISH OF THE INTELLECTUAL POTENTIAL OF HIGHLY QUALIFIED AND COMPETITIVE SPECIALISTS</b>	133
<i>Oksana Omelchenko</i>	<b>THE IMPACT OF THE STUDY OF POLITICAL AND CULTURAL REALITIES ON THE QUALITY OF THE FORMATION OF KNOWLEDGE OF A FOREIGN LANGUAGE</b>	135
<i>4. Language Testing and Assessment</i>		
<i>Alina Kotkovets</i>	<b>THE ASSESSMENT OF FUTURE PROCESS TECHNICIANS' LEXICAL COMPETENCE</b>	137
<i>Nataliia Dukhanina</i> <i>Olga Grabar</i>	<b>METHOD OF PEER EDITING AT FOREIGN LANGUAGE LESSONS</b>	139

<i>Natalia Matkovska</i>	<b>ASSESSMENT IN ENGLISH LANGUAGE LISTENING: PURPOSE, PRINCIPLES, EXAMPLES, STRUCTURE</b>	141
<i>Iryna Nazarenko</i>	<b>SPEAKING SKILLS ASSESSMENT IN THE PROCESS OF FORMING PROFESSIONAL ENGLISH LANGUAGE SPEAKING COMPETENCE</b>	143
<b>5. Multimedia and ICT in Foreign Language Teaching</b>		
<i>Erman Akilli</i> <i>Lesia Konoplianyk</i> <i>Yuliia Pryshupa</i> <i>Inna Bilonizhka</i>	<b>THE ROLE OF ICT FOR IMPROVING ESP LEARNING AT A HIGHER SCHOOL</b>	145
<i>Nadiia Doronkina</i> <i>Oksana Ivasiuk</i> <i>Alla Feshchuk</i>	<b>ARTIFICIAL INTELLIGENCE IN TEACHING ENGLISH</b> <b>GOOGLE SERVICES IN THE PROCESS OF VOCATIONALLY ORIENTED FOREIGN LANGUAGE TRAINING OF FUTURE SPECIALISTS IN APPLIED MECHANICS</b>	149 152
<i>Oksana Pastushenko</i>	<b>CREATING TASKS FOR DISTANCE LANGUAGE EDUCATION</b>	154
<i>Andrii Pavlovych</i>	<b>USE OF VIDEO MATERIALS IN FOREIGN LANGUAGE TEACHING</b>	155
<i>Kateryna Riabova</i>	<b>SOCIAL NETWORKS AND HASHTAGS AS INNOVATIVE METHOD OF TEACHING STUDENTS</b>	157
<i>Svitlana Volkova</i>	<b>DISTANCE LANGUAGE LEARNING AND ITS MAIN PROBLEMS</b>	158
<i>Kateryna Bondarenko</i>	<b>MOBILE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES</b>	160
<i>Svitlana Vadaska</i>	<b>DIGITAL RESOURCES FOR COMMUNICATIVE COMPETENCE IMPROVEMENT</b>	162
<i>Kateryna Havrylenko</i>	<b>PRECONDITIONS OF DISTANCE EDUCATION</b>	164
<i>Tetiana Golub</i>	<b>INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING AND LEARNING</b>	167
<i>Nataliia Drozdovych</i>	<b>SOME TENDING IN E-LEARNING FOREIGN LANGUAGES</b>	169
<i>Yuliya Korniyts'ka</i> <i>Maryna Kolisnyk</i> <i>Olga Nazarenko</i>	<b>WIKI-BASED ACTIVITIES IN TEACHING PROCESS</b> <b>BENEFITS FROM USING ICT IN TEACHING ENGLISH TO TELECOMS STUDENTS</b>	171 174
<i>Iryna Omelchenko</i>	<b>YOUTUBE VIDEOS IN TEACHING TECHNICAL ENGLISH</b>	176
<i>Larysa Popova</i>	<b>PROBLEM OF QUALITY OF WRITTEN TEXTS IN AN ERA OF INFORMATION TECHNOLOGY</b>	178
<i>Mykola Tyshchenko</i>	<b>MODERN COMMUNICATIONS TECHNOLOGIES AS A TOOL FOR IMPROVING THE EDUCATIONAL PROCESS</b>	179
<i>Svitlana Yusukhno</i>	<b>THE MAIN ADVANTAGES OF INTEGRATING MULTIMEDIA AND NEW TECHNOLOGIES INTO ESP TEACHING</b>	180



<i>Nataliya Yamshinska</i>	<b>DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN THE INFORMATIONAL SOCIETY</b>	182
<i>Oksana Hural</i>	<b>MULTIMEDIA AND ICT IN FOREIGN LANGUAGES TEACHING</b>	185
<i>Olha Narodovska</i>	<b>DIGITALIZATION OF THE CLASSROOM ACTIVITIES</b>	188
<i>Oksana Bahlai</i> <i>Nataliya Machynska</i> <i>Yuliia Matviiv-Lozynska</i> <i>Olha Senkovich</i> <i>Mariia Voloshyn</i>	<b>FOREIGN LANGUAGE AS A MEANS OF INTERCULTURAL COMMUNICATIVE COMPETENCE FORMATION OF INTERNATIONAL TOURISM SPECIALIST</b>	190