

курс «Вступ до мовознавства» для 1-го курсу східної філології (2018-2019 навчальний рік).

Turkot, T. (2013). *Pedagogika ta psyhologiya vyshchoyi shkoly: navchalnyi posibnyk dlya studentiv vyshchych navchalnyh zakladiv* //

(Туркот Т. І. Педагогіка та психологія вищої школи: навчальний посібник для студентів вищих навчальних закладів / Т. І. Туркот, О. А. Коновал. – Херсон : Олді-плюс, 2013. – 466 с.).

TEACHER EXCELLENCE IN THE LECTURES ON LINGUISTIC DISCIPLINES

M. Stryzhnova

Department for Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Institute of Philology, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

Abstract.

Background: On the modern stage of development of excellence in lecturing, many innovative technologies and methods to perfect presentation skills of teachers are used. However, these methods are not always effective at teaching of the Humanities. This article considers ways to enhance teaching excellence in lecturing on Linguistics to Philology majors.

Purpose: to systematize and describe alternative types of lectures for teaching linguistic disciplines.

Discussion: The consideration of non-traditional types of lectures has enabled systematization of those which are effective for teaching linguistic disciplines. They include: problem-based lecture, lecture-conversation, binary lecture (two lecturers), lecture-visualisation, lecture with feedback and brainstorming. It is worthwhile to implement combined non-traditional lectures and interdisciplinary approach which will provide the blended learning with an emphasis on Science, the Humanities and general professional training.

Results: The author offers tips on how to enhance the quality of lecture materials, manner of presentation and interaction with the audience. Additionally, some typical lecturer's mistakes were also considered in the paper.

Key words: teaching in the tertiary school, methods of teaching, non-traditional lectures, linguistic disciplines.

Vitae

Mariana Stryzhnova, Assistant Professor, Department of Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Institute of Philology, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine. Her research interests lie within the areas of Methodology of Teaching Foreign Languages, Translation and Discourse Analysis.

Correspondence: maris@ukr.net

З ДОСВІДУ НАВЧАННЯ МОВ У СЕРЕДНІЙ ТА ВИЩІЙ ШКОЛАХ

ОЛЕНА ТКАЧЕНКО, ТЕТЯНА ДРУЖЧЕНКО (м.Київ)

УДК 378.147:811

ORCID:0000-0002-8295-9674

НАВЧАННЯ ГОВОРІННЮ: З ДОСВІДУ ВИКЛАДАННЯ ДИСЦИПЛІНИ «ЗАГАЛЬНИЙ КУРС ЗАХІДНОЄВРОПЕЙСЬКОЇ МОВИ» ДЛЯ СТУДЕНТІВ І КУРСУ СПЕЦІАЛЬНОСТІ «СХІДНА ФІЛОЛОГІЯ»

Тема заняття: THE POWER OF WORDS

Тип заняття: практичне, комбіноване

Формуванням іншомовної комунікативної компетентності відбувається через гармонійний взаємозалежний розвиток усіх видів мовленнєвої діяльності (аудіювання, читання, письмо, говоріння).

Підхід до навчання іноземної мови: комунікативно-діяльнісний, особистісно зорієнтований

Комунікативно-діяльнісний підхід передбачає органічне засвоєння правил оперування

іншомовними явищами, що відбувається одночасно з оволодінням їх комунікативно-мовленнєвою функцією. Комунікативно-діяльнісний підхід передбачає такі форми роботи, які мають діяльнісний характер під час спілкування у парах, групах, командах тощо. Організація мовного матеріалу заняття орієнтована на його функціонування у мовленні. Навчання чотирьох видів мовленнєвої діяльності (аудіювання, читання, говоріння, письмо) здійснюється інтегровано і забезпечується вправами та завданнями, що мають комунікативний ха-

раक्टर презентації та активізації мовного та мовленнєвого матеріалів.

Особистісно зорієнтований підхід до організації навчання іноземної мови на занятті зумовлює роль студента як рівноправного партнера викладача під час виконання іншомовної комунікативної діяльності, який активно демонструє власні інтереси, уподобання та комунікативну позицію. Особистісно орієнтована діяльність на занятті містить самоконтроль, взаємоконтроль, рефлексію студентів, взаємонавчання, взаємодопомогу тощо. На заняттях створюються ситуації вибору в різноманітних видах іншомовної мовленнєвої діяльності, використовуються проблемні завдання різного ступеня складності, здійснюється організація індивідуальної діяльності студентів з метою усвідомленого засвоєння ними мовленнєвого продукту.

Цілі заняття:

Практичні:

- активізувати вживання лексики з теми заняття;
- навчити виголошувати коротку промову англійською мовою;
- формувати інтонаційні навички;
- розвивати вміння стисло переказувати текст;
- розвивати вміння аудіювати текст, ігноруючи незнайомі слова;
- розвивати вміння вести групову бесіду.

Освітні:

- розширити знання студентів про можливості використання вербальних і невербальних засобів комунікації для досягнення конкретної мети спілкування;
- розширити знання студентів про визначених майстрів ораторського мистецтва;
- розширити знання студентів про найважливіші вимоги до публічного виступу.

Розвиваючі:

- розвивати мовну здогадку та мовленнєву реакцію студентів;
- розвивати вміння аналізувати та систематизувати нову інформацію, встановлювати зв'язки раніше вивченого з новим;
- розвивати здатність мовного самоконтролю;
- розвивати культуру спілкування.

Виховні:

- виховувати самостійність та активність;

- формувати критичне ставлення до вчинків людей;
- виховувати співчуття, бажання допомогти тим, хто потребує;
- формувати інтерес і позитивну мотивацію до навчання;
- прищеплювати вміння аналізувати, думати, висловлювати свою точку зору, з повагою ставитися до думки інших людей;
- виховувати культуру спілкування.

Хід заняття

1. Організаційний момент: (2 хв.)
 - повідомлення теми заняття;
 - повідомлення мети заняття.
2. Актуалізація теми. Мовленнєва зарядка. (3 хв.)
3. Робота над текстом «One Small Word, One Big Difference in Meaning» (15 хв.)
 - а) виконання передтекстового завдання;
 - б) виконання післятекстових завдань.
4. Робота над формуванням інтонаційних навичок, розвитком навичок монологічного мовлення. Робота з висловлюваннями видатних майстрів ораторського мистецтва. (12 хв.)
5. Аудіювання англомовної лекції про ораторське мистецтво та особливості публічних виступів. (15 хв.)
 - а) формулювання інструкції; (2 хв.)
 - б) презентація аудіоматеріалу; (6 хв.)
 - в) контроль розуміння прослуханого. (7 хв.)
6. Аудіювання відеоматеріалу: «The Speech that Made Obama President» (15 хв.)
 - а) формулювання інструкції; (2 хв.)
 - б) презентація відеоматеріалу; (6 хв.)
 - в) контроль розуміння переглянутого та прослуханого. (7 хв.)
7. Підготовка повідомлень з подальшим їх виголошенням студентами за визначеною тематикою. (15 хв.)
8. Підведення підсумків заняття. Пояснення домашнього завдання.

Оцінювання знань студентів та рівня сформованості іншомовної комунікативної компетентності. (3 хв.)

Методичне забезпечення

Global.Upper-Intermediate Coursebook / ed. by Lindsay Clandfield and Rebecca Robb Benne. – Macmillan, 2014. – 158 p.

The Power of Words [Електронний ресурс]. – Режим доступу: <https://www.youtube.com/watch?v=Hzgzim5m7oU>

The Speech that Made Obama President [Електронний ресурс]. – Режим доступу: <https://www.youtube.com/watch?v=OFPwDe22CoY>

First Moon Landing [Електронний ресурс]. – Режим доступу: <https://www.youtube.com/watch?v=RMINS7MmT4>

Оснащення

1. Комп'ютер.
2. Проектор, екран.
3. Аудіозаписи.
4. Відеозаписи.
5. Роздатковий матеріал.

Розгорнутий план-конспект заняття

1. Організаційний момент: повідомлення теми та мети заняття.

Teacher: Dear students! It's my pleasure to see all of you here willing to speak about the power words possess. Today you will learn what rhetoric is, as well as about rhetorical techniques that are frequently used to make a message more powerful, so at the end of the class you are able to deliver your own short speeches.

2. Мовленнєва зарядка.

Teacher: I would like to start our class with a short video clip on the power of words, so later you can share your personal ideas concerning the impact words can have.

<https://www.youtube.com/watch?v=QYcXTIGLUgE>

1. Do words have power?
2. How? Why? Explain.

Режим роботи: T- S1, T-S2 і т.д.

Suggested answer: A word has the power to change your life. Think about that for a moment because it is literally an Earth-moving statement – to change your life. For more than a decade, technology has brought words into our lives more than ever before. No longer are words just what we hear, write or read – they have become what we create and how we interact with the world around us.

We all grew up believing the children's rhyme, «Sticks and stones may break my bones, but

words can never hurt me.» Yet, at a certain point, you realized that was completely untrue and that words could hurt, just as you learned Pluto was a planet but many years later find out it is just a ball of ice no longer classified as a planet. Words, my friends, change everything! Words have a dramatic effect on what we know, how we interact with people and the decisions we ultimately make. Words can influence us, inspire us or just as easily bring us to tears.

Words change our relationships, our demeanor, our entire system of beliefs, and even our businesses. Being a planet or not being a planet makes a major difference, just as the words «I love you» or «I hate you» have majorly different meanings behind them. Words have a powerful and undeniably overwhelming influence on us – for good and, at times, for bad.

3. Робота над текстом «One Small Word, One Big Difference in Meaning»



Teacher: Sometimes there are situations when even a small word can make a big difference and today will find out about a case that has been that kind of controversy for many years.

а) виконання передтекстового завдання;

Task 1. What do you know about the first moon landing? (Students' suggested answers)
Answer the questions with a partner.

Режим роботи: T-S1-S2-S3 і т.д.; S1- S2, S3-S4 і т.д.

1. Who was the first man to set foot on the moon?

- a) Yuri Gagarin
- b) Buzz Aldrin
- c) Neil Armstrong

2/ When did he land on the moon?

- a) In 1959
- b) In 1969
- c) In 1979

3. What was the first thing he said when he landed?

- a) «Wow! It's so big!»
- b) «I am floating in the most peculiar way.»
- c) «That's one small step for man, one giant leap for mankind.»

Suggested answers: 1. c; 2. b; 3. c.

Skim Reading Task: Read the article and check. What controversy has there been since then about what Neil Armstrong actually said? Why is the missing «a» so important?

ONE SMALL WORD, ONE DIFFERENCE IN MEANING

As Neil Armstrong became the first man to



walk on the Moon, a global audience of 500 million people were watching and listening. «That's one small step for man, one giant leap for mankind», they heard him say as he dropped from the ladder of his spacecraft to make the first human footprint on the lunar surface. It was the perfect quote for such a momentous occasion. But from the moment he said it, people have argued about whether the NASA astronaut got his lines wrong.

Armstrong and Buzz Aldrin who stepped outside a few seconds after him, landed the Apollo 11 spacecraft on the Moon on 20th July 1969. In the tense six hours and forty minutes between landing on the moon and stepping out of the capsule, Armstrong wrote what he knew would become some of the most memorable words in history.

Armstrong has always insisted that he wrote «one small step for a man, one giant leap for mankind», which would have been a more meaningful and grammatically correct sentence. Without the missing «a», the intended meaning of the sentence is lost. In effect, the line means,

«That's one small step for mankind (i.e. humanity), one giant leap for mankind».

But did he really say the sentence incorrectly? Until now Armstrong himself had never been sure if he actually said what he wrote. In his biography *First Man* he told the author James Hansen, «I must admit that it doesn't sound like the word «a» is there. On the other hand, certainly the «a» was intended, because that's the only way it makes sense.»

But now, after almost four decades, the spaceman has been vindicated. Using hi-tech sound analysis techniques, Peter Shann Ford, an Australian computer expert has discovered that the «a» was spoken by Armstrong, but he said it so quickly that it was inaudible on the recording which was broadcast to the world.

Mr Ford's findings have been presented to a relieved Mr Armstrong. James Hansen said, «Neil is a modest guy, but I think it means a lot to him to know that he didn't make a mistake.»

б) виконання післятекстових завдань.

Task 1. Read the article again for details. Then, in pairs, say why the following names and numbers are mentioned.

20 th July 1969	<i>First Man</i>
6 hours and 40 minutes	James Hansen
500 million	Peter Shann Ford
Buzz Aldrin	

Режим роботи: S1- S2, S3-S4 і т.д.

Task 2. Cover the article and try to complete the sentences making words from the words in bold. What do they mean?

Режим роботи: S1- S2, S3-S4 і т.д., потім T-S1, T-S2, T-S3 і т.д.

1. Armstrong made the first human _____ on the lunar surface. **foot**

2. His first words were «That's one small step for man, one giant leap for _____.» **man**

3. It was the perfect quote for such a _____ occasion. **moment**

4. «One small step for a man» would have made it a more _____ sentence. **mean**

5. They were possibly the most _____ words in history. **memory**

6. Armstrong said the «a» so quickly that it was _____ on the recording. **audio**

Suggested answers: 1. footprint; 2. mankind; 3. momentous; 4. meaningful; 5. memorable; 6. inaudible.

Task 3. Listen to the original recording of Armstrong speaking. Can you hear the «a»?

Режим роботи: T-S1, T-S2, T-S3 і т.д.

Suggested answers: it is definitely inaudible to human ear.

4. Робота над формуванням інтонаційних навичок, розвитком навичок монологічного мовлення. Робота з висловлюваннями видатних майстрів ораторського мистецтва.

Робота з базовим навчальним посібником Global. Upper-intermediate, p.66.

Teacher: Mastering rhetorical techniques is extremely important for politicians. For instance, they use words to win voters' love and to shape elections. It is a task that requires them to be good public speakers. Can you think of any famous public speakers?

Режим роботи: T-S1, T-S2, T-S3 і т.д.

Suggested answers: Tony Blair (1953 -) was the British Prime Minister from 1997 – 2007.

Mahatma Gandhi (1869 – 1948) was the spiritual and political leader of India during the Indian Independence movement.

Nelson Mandela (1918 –) was South Africa's first black president from 1994- 1999.

John F Kennedy (1917 – 1963) was the American President from 1961-1963.

Barack Obama (1961 –) was the 44 th American President from 2009 – 2017.

Martin Luther King (1929 – 1968) was an American clergyman, activist and prominent leader in the African-American Civil Rights Movement.

All of these politicians are especially well known for their powers of rhetoric.

Task 1. Read the *Quote me on that!* and match the halves of famous quotations. Which ones do you most? Discuss with your partner.

Режим роботи: S1- S2, S3-S4 і т.д.

Nota Bene! A teacher may need to explain the following terms: *slum* (a poor area of town where houses are in bad condition), *creed* (a set of beliefs) *sin* (an action or thought that is wrong according to religious beliefs) and *sinner* (someone who sins).

Quote me on that!

1. Ask me <i>my three main priorities for government</i> , and I tell you:...	a) we will respond with that <i>timeless creed</i> that <i>sums up the spirit of a people: yes, we can</i> . Barack Obama
2. Being <i>powerful</i> is like being a <i>lady</i> .	b) <i>education, education, education</i> . Tony Blair1.
3. <i>Hate</i> the <i>sin</i> ...	c) but the <i>silence</i> of our <i>friends</i> . Martin Luther King
4. I was <i>born</i> in the <i>slum</i> , ...	d) <i>love</i> the <i>sinner</i> . Mahatma Gandhi
5. If you talk to a man in a <i>language he understands</i> , that goes to his <i>head</i> .	e) but because they are <i>hard</i> . John F Kennedy
6. In the <i>end</i> we will <i>remember not</i> the <i>words</i> of our <i>enemies</i> ...	f) If you have to <i>tell</i> people <i>you are</i> , you <i>aren't</i> . Margaret Thatcher
7. We <i>do</i> these things <i>not</i> because they are <i>easy</i> ...	g) If you talk to him in <i>his language</i> , that goes to his <i>heart</i> . Nelson Mandela
8. Where we are <i>met</i> with <i>cynicism</i> , and <i>doubt</i> and those who tell us what <i>we can't</i> ...	h) but the <i>slum</i> was <i>not born</i> in <i>me</i> . Jesse Jackson

Suggested answers: 1. b; 2. f; 3. d; 4. h; 5. g; 6. c; 7. e; 8. a.

Task 2. Listen to the quotations. Pay attention to:

- the stressed words (the words in italics)
- the pause between each part of the quote
- the intonation

Repeat the quotations.

Режим роботи: Audio track –Ss.

Task3. Work in pairs and practice saying the ones you like out loud. Copy the rhythm, stress and intonation.

Режим роботи: S1- S2, S3-S4 і т.д.

5. Аудіювання англomовної лекції про ораторське мистецтво та особливості публічних виступів.

- а) формулювання інструкції;
- б) презентація аудіоматеріалу;
- в) контроль розуміння прослуханого.

Робота з базовим навчальним посібником Global. Upper-intermediate, p.66.

Teacher: What does the word *rhetoric* mean? (*Suggested answer:* Rhetoric is the art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.) You will listen to the talk to find out why rhetoric is so important and popular, what rhetorical techniques are used to make speeches powerful.

Task 1. Listen to the first part of the talk and answer the questions.

- 1) What is rhetoric? Why was it important?
- 2) Is rhetoric still a popular science?
- 3) Why does Professor Atkinson think it is still important?
- 4) How is the word «claptrap» used in rhetoric?
- 5) How does the speaker explain that these techniques are not difficult?

Режим роботи: T-S1, T-S2, T-S3 і т.д.

Suggested answers: 1. Rhetoric is the art of using language to persuade or please people. People thought it was important to be able to speak in public, argue a case and persuade others.

2. No. 3. He believes the techniques are alive and well today, and that they are an essential factor of how a good speaker can move an audience. 4. It refers to techniques employed by speech makers to get applause. 5. He says that people already use them in conversation and speeches without realizing it.

Audioscript

Rhetoric is the art or study of using language to persuade or please people. In ancient Greece people in formal education were taught rhetoric and little else. It was considered of great importance to be able to speak in public, argue a case and most importantly persuade others to agree with what they were saying. People were thought to be more powerful if they were able to employ good rhetoric.

Nowadays rhetoric is no longer widely taught, and is often considered a rather negative term. However, speechwriter and communications expert Max Atkinson believes that rhetorical techniques are still very much alive and well today. They are an important and essential factor of the way a good speaker can move an audience. Sometimes these techniques are called *claptraps*. The word *claptrap*, which usually means «nonsense», is used by Atkinson to refer to the techniques employed by speech makers to get applause, i.e. clapping, or another positive reaction.

It is sometimes thought that these are very difficult techniques – that they are obscure, complex and incomprehensible.

Nothing could be further from the truth. As we shall see, the techniques are not only very simple, but are also strangely familiar to us. In fact, most people already use them both in conversation and in speeches, without realizing this is what they are doing.

Task 2. Listen to the second part of the talk. What are the three main techniques the speaker mentions? Comment briefly on each of them.

Режим роботи: Ss – T.

Audioscript

Here then, briefly, are three of the main techniques you can use to make your words more powerful.

Contrast

This can take the form of contrasts, such as «Not this, but that». One famous example is Kennedy's phrase *Ask not what your country can do for you, ask what you can do for your country*. A contrast can also be formed as a comparison: «more this than that» or finally as opposites «black or white».

Puzzles and Questions

This means using a puzzle and solution format. The speaker sets up a puzzle or problem, then asks a question which he or she will answer. For example «So much for the past. What about the future?» or «These are our problems, what are our solutions?»

Lists of three

The list of three things is by far the most popular technique. It can be a list of three different words, like Julius Caesar's *Veni, vidi, vici*; three identical

words: *no, no, no* or three phrases: *Government of the people, by the people, for the people.*

If using one single technique to package a message has a good impact on an audience, it makes sense to think that combining more than one at the same time is likely to have a greater impact.

Task 3. Look at the quotes by famous public speakers again and identify different techniques used.

Режим роботи: Ss – T.

Suggested answers: Tony Blair: question, list of three; Margaret Thatcher: puzzle, contrast; Gandhi: contrast; Jesse Jackson: contrast; Nelson Mandela: contrast; Martin Luther King: contrast; John F Kennedy: contrast; Barack Obama: puzzle, contrast.

Аудіювання відеоматеріалу: «The Speech that Made Obama President»

а) формулювання інструкції;

Teacher: You are going to watch a 6-minute video on the Speech that Made Obama President and proved him to be an excellent speaker. Before doing that let's remember some facts about Barack Obama. (*Suggested answer:* Barack Obama served as the 44th president of the United States (2009–17) and was the first African American to hold that post. A member of the Democratic Party, Obama had previously represented Illinois in the U.S. Senate from 2005 to 2008. He was honoured with the Nobel Peace Prize in 2009.)

Робота над усуненням можливих лексичних труднощів під час аудіювання.

Glossary

convention a large meeting of an organization or political group

Upstart person, group, etc, that has risen suddenly to a position of power or wealth

G.I. Bill a law that provided a range of benefits for returning World War II veteran

e pluribus unum out of many, one (the motto of the US)

partisan a strong supporter of a party, cause, or person.

spin master someone who interprets an event it and tries to present it in a particular way.

ad peddler someone who frequently expresses information or ideas to other people

pundit a person who knows a lot about a subject and is often asked to give information or opinions about it to the public

slice and dice divide into smaller parts
pledge of allegiance a solemn oath of loyalty to the US, that US citizens recite
audacity bold courage; daring

Instruction: Watch the video and take notes on the techniques Barack Obama used to make his speech successful.

б) презентація відеоматеріалу;



<https://www.youtube.com/watch?v=OFFPwDe-22CoY&t=214s>

в) контроль розуміння переглянутого та прослуханого.

Teacher: What techniques did Obama use while delivering his speeches? Which do you believe were the most effective? What makes Barack Obama a good speaker? (*Suggested answer:* He has used all three techniques in his speech: contrast, questions, lists of thee.

There is one, and only one reason, why President Barack Obama is seen as an excellent speaker. Simply put: he knows how to connect with the American people by tapping into their *emotions*. By embedding emotions into speeches, presentations, or public speaking activities, President Obama is doing two powerful things:

First, President Obama is making the American people remember him and what he's trying to do. It's as if he was setting a legacy for himself. One of the most famous quotes by the late American poet Maya Angelou is: «People will forget what you said, people will forget what you did, **but people will never forget how you made them feel.**»

Second, and more importantly, President Obama is making the American people **relate to him on a personal level**. By doing this, he's enabling them not only to listen to what he has to say, **but to convince themselves that what he is saying is agreeable, in every sense of the word.**)

Режим роботи: Ss – T.

7. Підготовка повідомлень з подальшим їх виголошенням студентами за визначеною тематикою.

Teacher: Now it's your turn to apply the knowledge you have gained and prepare a very short speech about one of the following topics:

- 1) Why learning English is important/necessary.
- 2) What your city needs.
- 3) How to stay healthy.
- 4) What are the most important things in life.
- 5) Your own ideas.

Use the phrases below and the techniques discussed in the lesson to help you.

Useful phrases

- You ask me, why/what/how...? I tell you...
- It isn't... it is...

Vitae:

Olena Tkachenko, PhD in Pedagogical Studies, Associate Professor, Department for Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Institute of Philology, Taras Shevchenko National University of Kyiv, Ukraine. Her area of research interests: pedagogical stimulation of students' educational and cognitive activities in educational establishments of Ukraine.

Correspondence: alena.yarkova22@gmail.com

Tetiana Druzhenko, PhD, Assistant Professor, Department for Teaching Methodology of Ukrainian and Foreign Languages and Literatures, Institute of Philology, Taras Shevchenko National University of Kyiv, Ukraine. Her area of research interests: teaching English speaking to Law students based on differentiated approach.

Correspondence: imagine_tanya@ukr.net

– It has been said that... But I am here to tell you that...

– In the end, it really just comes down to three main things:, ... and ...

8. Підведення підсумків заняття. Пояснення домашнього завдання.

Today we have thrown light on the rhetoric techniques used by public figures and politicians and the way we can apply them in our everyday life. For the next time you'll have to prepare a short speech to present in class (up to 3-5 minutes) on the quote by Abraham Lincoln «*The ballot is stronger than the bullet*».

Оцінювання знань студентів.

As for your marks today they are Thank you for the great work done. See you in a week.

ОГЛЯДИ ТА РЕЦЕНЗІЇ: ВІТЧИЗНЯНА ЛІНГВОДИДАКТИКА

ОЛЕСЯ ЛЮБАШЕНКО, ТАМАРА КАВИЦЬКА (м. Київ)

УДК 372.881

ORCID: 0000-0002-8167-0940

ORCID: 0000-0002-1528-9439

«УЧАСТЬ УЧИТЕЛЯ-ФІЛОЛОГА У МІЖНАРОДНИХ ПРОЕКТАХ»: ОГЛЯД ПОСІБНИКА ДО СПЕЦКУРСУ

О. Любашенко, Т. Кавицька, О. Сухенко. Учитель-філолог у міжнародних проектах : проектна діяльність, мовний тренінг, дидактична майстерність : навч. посіб. – Київ : ВПЦ «Київський університет», 2018. – 191 с.

Стрімка інтеграція мовної особистості в мультикультурне середовище зумовлює потужні виклики для держави Україна, для її громадян, для молоді генерации українців. Молодь повин-

на нарівні з представниками інших країн долучатися до розв'язання цивілізаційних проблем у світі, який розмовляє іспанською, англійською, німецькою, але, водночас, зберігати українську