

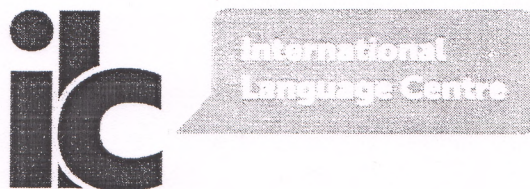
MINISTRY OF SCIENCE AND EDUCATION OF UKRAINE
U.S. EMBASSY IN UKRAINE
TESOL-UKRAINE
IVAN FRANKO NATIONAL UNIVERSITY OF LVIV
Faculty of Foreign Languages
Department of Foreign Languages for Humanities

2016 TESOL-Ukraine National Convention

GLOBAL CHANGES IN UKRAINE – GLOBAL CHANGES IN *ENGLISH TEACHING* IN UKRAINE

THE CONVENTION IS SUPPORTED BY REGIONAL ENGLISH LANGUAGE OFFICE,
U.S. EMBASSY, UKRAINE

Book of Convention Papers



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Global Changes in Ukraine: Global Changes in English Teaching in Ukraine: Book of Convention Papers / Comp. A. Radu. Eds. A. Radu, L. Kuznetsova. – Львів: ПП „Марусич”, 2016. – 233 + 4 p.

The collection includes convention papers of the reports made at The 21st Annual National TESOL-Ukraine Convention “Global Changes in Ukraine: Global Changes in English Teaching in Ukraine”, that took place in Ivan Franko National University of Lviv on March 24-25, 2016. More than 300 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, discourse analysis, ELT methodology, CALL, sociolinguistics, translation studies, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

Глобальні зміни в Україні: глобальні зміни в викладанні англійської мови в Україні: тези доповідей (англ. мовою) / Укл. А. Раду. Ред. А. Раду, Л. Кузнецова. – Львів: Львів: ПП „Марусич”, 2016. – 233 + 4 с. вкл.

Збірник тез доповідей на 21 Всеукраїнській конвенції TESOL-Україна “Глобальні зміни в Україні: глобальні зміни в викладанні англійської мови в Україні”, яка відбулася у Львівському національному університеті імені Івана Франка 24-25 березня 2016 р. У конвенції взяли участь понад 300 викладачів вищих та середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, дискурсознавства, лінгвометодики, комп’ютерної лінгвістики та лінгвометодики з впровадження новітніх інформаційних технологій, соціолінгвістики, перекладознавства, літературознавства тощо.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

KHOLMAKOVA, Julia (<i>Luhansk, Ukraine</i>). DRAMATIZATION TECHNIQUES IN FLT	73
KHOMYAKOVA, Irina (<i>Izmail, Ukraine</i>). CREATIVE WRITING AS A VEHICLE TO STIMULATE MOTIVATION IN ENGLISH LANGUAGE LEARNING	74
KIRSANOVA, Svitlana, KHRISTOVA, Olga (<i>Melitopol, Ukraine</i>). THE REALIZATION OF MULTICULTURAL EDUCATION AT THE ENGLISH LESSONS	77
KOBZAR, Svitlana (<i>Zhytomyr, Ukraine</i>). USE OF VIDEO AT THE LESSON	78
KOLIADYCH, Julia (<i>Vinnytsia, Ukraine</i>). GUIDES AND STRATEGIES OF PROBLEM-BASED LEARNING	79
KOMAR, Iryna (<i>Mykolaiv, Ukraine</i>). TRANSFERENCE AS AN EFFECTIVE METHOD IN TEACHING ENGLISH GRAMMAR	81
KOMARNYTSKA, Iryna (<i>Khmelnyskyi, Ukraine</i>). SKILLS FORMATION OF MONOLOGUE SPEECH OF FUTURE TRANSLATORS BY USING VERBAL-VISUAL MATERIALS	82
KOMARNYTSKA, Oksana (<i>Khmelnyskyi, Ukraine</i>). METHODS OF AUTOMATED SEMANTIC TEXT ANALYSIS	83
KOMPANIETS, Anastasia (<i>Dniprodzerzhinsk, Ukraine</i>). ACADEMIC ENGLISH AS A STRUCTURAL PART OF STUDENT'S LANGUAGE DEVELOPMENT	84
KONOPELTSEVA, Olena (<i>Kharkiv, Ukraine</i>). THE SILENT WAY AND TEACHING LANGUAGES	86
KORENFELD, Iryna (<i>Odesa, Ukraine</i>). COMMUNICATION IS THE BEST MOTIVATION	87
KOSTENKO, Helen (<i>Kharkiv, Ukraine</i>). TEACHING ORAL COMMUNICAION SKILLS FOR ESP STUDENTS	89
KOTNIUK, Liudmyla (<i>Zhytomyr, Ukraine</i>). TEXT COHESION OF THE AUTHOR'S AND THE CHARACTERS' SPEECH	91
KOVAL, Svitlana (<i>Cherkassy, Ukraine</i>). ENGLISH IN HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS: KEY ISSUES OF ESP IN EFL TEACHING TODAY	92
KOVALYEVA, Liudmyla (<i>Melitopol, Ukraine</i>). PROJECT WORK IN TEACHING ENGLISH	94
KOZACHUKHNA, Oksana (<i>Kyiv, Ukraine</i>). TIPS TO GRAB AND HOLD AUDIENCE ATTENTION	95

THE REALIZATION OF MULTICULTURAL EDUCATION AT THE ENGLISH LESSONS

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At the present time, in the era of globalization, when the separate existence of different nations and cultures becomes impossible when there is a question of reconciling the national values of the East and the West, when there is a rethinking of the goals and objectives of education and we understand that the current content of education does not meet adequately the needs of society, and there are widely discussed in the new paradigm of education and are increasingly used terms such as intercultural education, cultural approach, socio-cultural competence and others.

Talking about multicultural education of young people has become a fashionable trend now, however, talking about it, very few people think that touching upon this problem involves economic and even the environmental problems. Children have to face the problems like these at the very beginning of their studying.

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class.

It relates to education and instruction designed for the cultures of several different races in an educational system. This approach to teaching and learning is based upon consensus building, respect, and fostering cultural pluralism within racial societies

Generally speaking, multicultural education is predicated on the principle of educational equity for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. Multicultural education also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effectively requires educational approaches that value and recognize their cultural backgrounds. In this way, multicultural education aims to improve the learning and success of all students, particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment.

In a school context, and with the support of school policies and programs, multicultural education helps students develop proficiency in English, competency in a language or languages other than English, in depth knowledge and awareness of their own and other cultures.

The goals of multicultural education include creating a safe, accepting and successful learning environment for all increasing awareness of global issues, strengthening cultural consciousness, intercultural awareness, teaching students that there are multiple historical perspectives, encouraging critical thinking and preventing prejudice and discrimination.

According to the National Association for Multicultural Education multicultural education helps students develop positive self-image, offers students an equitable educational opportunity, allows multiple perspectives and ways of thinking .

To integrate multicultural education in your classroom and your school, you can integrate a diverse reading list that demonstrates the universal human experience across culture, encourage community participation and social activism, go beyond the textbook, by supplementing your curriculum with current events and news stories outside the textbook, you can draw parallels between the distant experiences of the past and the world today, creating multicultural projects that require students to choose a background outside of their own.

Multicultural education relates to education and instruction designed for the cultures of several different races in an educational system. This approach to teaching and learning is based upon consensus building, respect, and fostering cultural pluralism within racial societies.

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USE OF VIDEO AT THE LESSON

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As early as three decades ago with the appearance of video recorders, teachers received the possibility to use authentic English films in their teaching practice. Some of the professionals jumped at this idea and organized Movie Clubs, which had the aim to show people how real English sounds, how it can be used in real life situations with full contextual backup, and to motivate them to learn the language.

Nowadays, it is even easier because the Internet allows downloading anything you like - any genre, any topic. Movie Clubs have proven to be a very effective, entertaining and inspiring learning tool, but these clubs are in the limits of extracurricular activities. So, the question is whether it is possible, necessary and useful to incorporate authentic video into the learning process in the classroom.

Every teacher faces the problem of shortage of lesson time, and some believe watching video to be only the waste of time for entertaining instead of learning. We cannot agree with