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The Use of Digital Technologies by Non-Language-Major Students in Learning Foreign Languages

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Nowadays, we are facing information revolution, which urges us forming new methods of education. That is why we are talking about the information and educational environment, which provides for a different educational process, widens the range of its capabilities, provides for individualization of training.

Ukraine's striving to take a worthy place in the European community, to cooperate with industrialized countries of the world and, therefore, to integrate into a high-tech competitive environment requires Ukrainian specialists to be able to navigate the common information space. In the situation of increasingly rapid development of science and technology, they are forced to search for the information they need not only in Ukrainian sources but also in foreign language publications.

Other important factors that have impact on the nature of the educational process are the COVID-19 pandemic and Russian aggression against Ukraine, which condition the transmission from traditional education forms to the e-learning format. The role of the teacher in the educational process is also changing.

Distance learning is a large step in using advanced information technologies in the educational process [2]. Among the wide range of existing systems of distance learning (iSpring, PLATO, Radmin, Veda System, etc.), it is worth mentioning the Moodle software (modular object-oriented dynamic learning environment), which has been chosen by many countries due to its wide functionality [3].

Internet services and multimedia products enable simulating complex real-life situations and experiments. Moreover, they make it possible to visualize

abstract information through dynamic representation of processes, etc. Graphic capabilities of IT, which can present the material in the form of drawings or animation, are important to teach students new vocabulary. They can associate a phrase or word in a foreign language not with a phrase or word in their mother tongue, but directly with an object or action.

Nevertheless, regardless of the fact that multimedia can perform almost all methodological functions that were previously fulfilled only by the teacher, there still are some aspects that are beyond their functionality.

The application of gadgets and the latest achievements of ICTs in the educational process immerses students in an atmosphere of leisure and entertainment, which helps to increase the emotional background, self-confidence and, in general, improve the perception of the material. However, it is worth mentioning that without the teacher's control, this process can deviate from the educational goal. It should also be admitted that a lot of students, despite their good IT skills, need tips on how to use certain functions, i.e., here the teacher acts as a consultant who guides the work of students.

Furthermore, it should be noted that the training of high-skilled future specialists in technical universities needs to remain a holistic pedagogical process, which is a system of relationships between teacher and student. In the process of such relations, not only professional competencies, skills and abilities of future specialists are laid and developed but also their basic, social, spiritual, and creative qualities are formed [1].

Thus, the teacher should be not only a developer of training courses and a consultant explaining how to work on educational platforms but also a mentor who can increase students' motivation to study a foreign language, help to form their qualities and unleash their creative potential.

References:

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**Особливості гендерного дискурсу на матеріалі англomовної
кінострічки “Barbie” (20023)**

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Гендерні ознаки мовної картини світу – це сутнісні прояви пізнання світу крізь призму чоловічого і жіночого бачення, а також вплив статі на мовленнєву практику та мовленнєву поведінку. Гендерні відношення у мові фіксуються у вигляді мовних стереотипів, які впливають на поведінку особистості, зокрема мовленнєву, і на процеси її мовної соціалізації. Лінгвістика допомагає виявити відображення гендерних стереотипів, зафіксованих у свідомості носіїв мови [3, с. 162].

В свою чергу, гендерна лінгвістика (від англ. gender – рід, стать) – галузь мовознавства, що досліджує залежність особливостей мовної поведінки, мовної компетенції, ментального лексикону від статі людини як соціального явища (гендеру) [2]. Відповідно до цього досліджуються засоби вираження категорії оцінки в мовленні людей різних статей.