

тощо. У цей період вирішальне значення має підтримка, допомога, увага з боку куратора та викладачів.

Отже, постійне вивчення рівнів сформованості взаємин кожного студента та колективу академічної групи, етапів успішної соціально-психологічної адаптації особистості в колективі, навчальному середовищі дає змогу ефективно побудувати навчально-виховний процес у вищому навчальному закладі з урахуванням тих змін, яких зазнає студентський колектив загалом і кожен його член зокрема, коригувати зміст і методику цього процесу.

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The place of feedback in teaching foreign languages via translanguaging

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Feedback is known as the teacher's reaction to the student's answer containing errors, the process of correcting the student's mistakes while learning a foreign language in order to obtain information about the success of the completed task and the effectiveness of the applied teaching method. It

emphasizes the gaps in the students' knowledge and skills, prompting them to work on filling them.

The organization of feedback under the conditions of distance learning is a fairly new phenomenon that requires the development of new non-traditional approaches. Kharkiv National Automobile and Highway University proposed its own method of organizing feedback during distance teaching of English to the university students.

Relatively recently in modern linguodidactics the so-called translingual approach to teaching foreign languages which is aimed at developing the skills of quick, smooth and efficient switching from one language code to another [1] began to evolve.

Translanguaging is a language practice that allows language learners to use all their linguistic skills, experience, and competences acquired in L1. The term is meant to describe the practice that involves a deliberate alternation between the language of input and output [2].

Nowadays there are attempts to substantiate the benefits of using mother tongue (MT) as opposed to the use of only foreign language (FL) in the foreign language classrooms and offer innovative methods of its use. As some researchers claim [3], the assumption that an English-only approach is the most constructive way of teaching English is not supported by any studies, and although English-only policies remain dominant in many contexts around the world, the arguments for them are not proven.

Throughout the world we can observe the enduring M. Berlitz legacy, the attempt to teach languages with no MT, no printed word, minimum drilling, and almost immediate participation in real-life activities. It is assumed that all you need to do is engage learners in communicative interaction and the natural learning processes will do the rest. As Butzkamm & Caldwell claim, this is a recipe for submersion, not immersion [3]. The authors suggest drastic re-thinking of foreign language teaching methodology since the knowledge and skills

acquired through and with the MT provide the foundation for foreign language learning and teaching.

Psycholinguistic studies show that the MT and foreign languages are in a state of interaction, and the MT necessarily takes part in the formation and formulation of thoughts in a foreign language. This phenomenon has received the name of language coactivation, which awaits thorough research and a reliable evidence base.

The theory of the FL acquisition in the interpretation of Krashen argues that mastering a new language depends mainly on the input – the perceived language material. And, it is necessary that the perceived material be understandable (comprehensible), i.e. the meaning of the text heard or read should be transparent to the student as much as possible. The author claims that “We acquire ... only when we understand language” [4, p. 21].

Students' anxiety and stress caused by incomprehensible input make it difficult to master a foreign language, straining their “affective filter”. This barrier of cognitive overload can be eliminated by using the MT.

The practice implemented at our university shows that an effective way to ensure the comprehensibility of the input in FL is a parallel translation into the learners' MT.

A parallel translation is a translation placed on the same page with a FL original, due to which texts in both languages are available to simultaneous visual perception.

The effectiveness of parallel texts as a learning tool can apparently be explained by the following facts: parallel translation relieves the reader of the need to look for each unknown word or expression in the dictionary, so that they are not distracted from the content of the text, which saves time and increases interest and motivation for further reading; translation makes it possible, consciously or unconsciously, to compare, analyze and derive models of how the same content is expressed by means of different languages.

All this allows students to process a large amount of input in a short time, increasing their vocabulary and gaining confidence in working with a foreign language.

Parallel texts are a widespread way of learning languages among polyglots. It is known, e.g., that due to this method Heinrich Schliemann, who, besides archeology, was known for his interest in languages, mastered sixteen languages.

This approach is consistent with the thesis of Stephen Krashen that "... our task is to provide the students with the tools they need to continue improving without us. We need to provide enough input so that they can gain the linguistic competence necessary to begin to take advantage of the informal environment, the outside world. In other words, they need to know enough of the second language so they can understand significant portions of non-classroom language" [4, p. 76].

While the selection of content is fundamental, another critical task is the development of effective methods to teach foreign languages. The most advanced of these methods are related to information and computer-based technologies.

Educational institutions across the world are experiencing a period of transition from traditional synchronous methods of learning which take place in the classroom to asynchronous ones that can be applied online at any place and/or time through distance or e-learning.

The digitalization of education is a current trend to reform and modernize the global educational system. Sources of important information such as text, sound, video, and other data have been put into digital languages.

One important area of technological progress is the significant increase in production and worldwide distribution of audiovisual products used for work, leisure, information gathering and, more recently, language learning.

The increasing pervasiveness and dissemination of technology, together with the intensification of globalization processes have made possible the fluid and immediate circulation of information and cultural messages. The

entertainment and multimedia industries play a crucial role in this dynamic through audiovisual translation (AVT).

AVT as a modern direction in linguistics is also developing rapidly as digital technologies improve, making a significant contribution to the popularization of foreign languages and cultures.

AVT refers to the transfer of verbal language in audiovisual media and in general it is used to indicate screen-translation.

In our approach we used the voiced parallel translation, where students receive a bilingual script, as well as video and audio recordings of new words and phrases that make up the texts in both languages, for self-study outside of the classroom. The vocabulary of the texts and the texts themselves are placed on the screen in parallel with their translation. The material is listened to simultaneously with the visual support, is repeated in pauses after the speaker, and is then trained while completing creative or problem tasks in the classroom.

Solving the problem of memorizing lexical items and forming a bilingual lexicon, we relied on theoretical approaches and research on memorizing foreign words. The multicomponent model of memory, proposed by R. Atkinson and R. Shiffrin back in 1968 [5], has long been the main theory of memory in cognitive psychology. The idea behind the model is that memory consists of three "storages": sensory register, short-term memory, and long-term memory. It is assumed that information is transferred between these storages in a linear mode, and this process is described as information input, processing, and output.

According to this model, information is first perceived by the senses and entered into sensory memory, then it moves into short-term memory, from which, with sufficient repetition, it moves into long-term memory. If there is not enough repetition, then the information is forgotten and lost from short-term memory in the process of "substitution" or "decay". Each storage has its own capacity and storage duration parameters, as well as information encoding channels, which are divided into three types: 1) visual; 2) acoustic; 3) semantic. In our approach, we

engaged all three channels, while memorizing the meaningful units of the texts improved with each repeated listening.

While repeating words and phrases the students got an immediate feedback listening to the recorded speaker's correct pronunciation. Such an audio feedback could help learners improve their pronunciation skills. While completing creative and problem tasks the feedback was concentrated on content that allowed the students to be more enthusiastic in communication without focusing on making grammar or pronunciation mistakes.

Next, we used material that was already trained in new contexts by varying it through substitutions, transformations, extensions, and novel combinations.

According to Butzkamm & Caldwell [3], once the students properly consolidated the basic situation, acted it out and learned to permute the sentences, the moment arrived when the class is ready to venture into creative, message-oriented role-making activities and put what they have learned to meaningful use.

This approach can be seen as a variant of adaptive learning, which has a great potential for autonomy and personalization in language training which is at the heart of educational programmes around the world and one of the greatest education challenges of the twenty-first century.

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**Розвиток медіаграмотності студентів технічних зво в контексті
вивчення іноземної мови**

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Наразі люди знаходяться в навколишньому середовищі, насиченому надзвичайною кількістю інформації. Неперервно ми піддаємося впливу різноманітних медіа: телебачення, радіо, інтернет-трансляції, соціальні мережі, електронна пошта, месенджери, відеоблоги, зовнішня реклама та інше. Для успішного орієнтування в цьому океані інформації необхідно розвивати вміння медіаграмотності. Сучасні студенти вирізняються тим, що вони сприймають світ інформації та електронних пристроїв як природне середовище, вільно користуються новітніми гаджетами, тестують їх функціонал і випробовують нові мобільні додатки тощо. З іншого боку, поширені ситуації, коли студенти звертаються до Інтернету для знаходження необхідної інформації чи відповіді на питання, і перші кілька результатів у пошуку приймаються як остаточно правильні або вичерпні. Таким чином, розвиток медіаграмотності є важливим аспектом навчання сучасних студентів у вищих навчальних закладах і стає необхідним елементом підготовки майбутніх фахівців

Проблеми формування і розвитку медіаграмотності та медіаосвіти досліджують вітчизняні та зарубіжні. Проте термін «медіаграмотність»