

enabling students to identify rhetorical strategies, ideological framing, and cultural underpinnings of communication.

Moreover, incorporating multimodal resources such as video recordings of diplomatic speeches, transcriptions of international debates, and interactive analysis of political campaigns, can provide students with exposure to authentic discourse across different geopolitical contexts. Encouraging students to engage with primary sources rather than solely relying on textbook materials fosters a deeper appreciation of linguistic variability, cultural relativity, and the role of English as a mediator in global affairs.

It is found that via integrating case-based learning, explicit pragmatic instruction, and a multidisciplinary framework, English language education can equip future philologists and diplomats with the intercultural agility, strategic communication skills, and analytical acumen necessary to thrive in international professional environments.

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INTEGRATED APPROACH TO GRAMMAR IN CONTEXT

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At a time when science and technology are developing, it is important for experts to learn English for scientific and practical purposes. We know that the syntactic grammar is fundamental as a component to use the target language communicatively. These days most people complain almost that they understand English, and they know language structure but

they can't talk it accurately. For this reason, it is important to teach the grammar of the target language effectively. Grammar should be taught in an integrated way with other four skills to teach language communicatively. Although most educators understand that teaching grammar in isolation is bad, but many are unsure of how to integrate grammar into their everyday instruction, particularly when they have a curriculum to adhere to.

The advantages of combining grammar and skills instruction are discussed in the article "Integrated Skills in the ESL/EFL Classroom" by Rebecca Oxford, a prominent American authority on TESOL. According to the expert, English language learners are exposed to actual language and are challenged to interact naturally in the language when using the integrated-skill approach, as opposed to the simply segregated approach. This strategy emphasizes that English should be used as a real means of interaction. Teachers can monitor pupils' development in several areas at once with this method. Not only integrating language skills aids in the analysis of language structures, but it also facilitates learning of actual content. Lastly, students of all ages may find the integrated-skill approach to be quite motivating.

Teaching grammar through the four main skills - listening, reading, speaking, and writing - is essential from a practical standpoint. This also includes linked or associated skills including usage, meaning, syntax, spelling, pronunciation, and vocabulary knowledge.

A certain amount of course book adaption is necessary while integrating grammar and skills instruction. Teachers frequently work with resources that divide grammar and skills or do not combine them in a way that is beneficial to students. Even when working with required course texts, teachers can make modifications to meet the needs of their students. They might use the SARS approach: S - upplement: add grammatical exercises if needed; A - dapt: change the emphasis of a task or activity; R - eject: omit any sections of exercises that are unnecessary or ineffective for students; S - ubstitute: swap out the book's activities for ones that are more appropriate for the learners.

In the following framework, consider when we would modify the materials and lessons designed to meet the learning needs of students.

S	Supplement	<i>Do this if:</i> <ul style="list-style-type: none"> • Textbook assignments and resources won't assist students in meeting lesson goals. • The assignments and resources in textbooks are not suited for the age or experience level of the students.
	Add a new activity to the prepared material or practical activity	
A	Adapt	<i>Do this if:</i> <ul style="list-style-type: none"> • Textbook resources don't provide your students with the necessary grammar practice. • The current grammatical practice exercises lack context.
	Use part of a pre-made activity, but modify it somewhat	
R	Reject	<i>Do this if:</i> <ul style="list-style-type: none"> • Lesson objectives are not met by textbook exercises; they are too easy or too challenging for your students; • They lack communicative and/or engaging elements; • They fail to produce the desired results.
	Make the decision to not use any part of a prepared activity.	
S	Substitute	<i>Do this if:</i> <ul style="list-style-type: none"> • The lesson lacks the kind of grammar practice your students need to meet the lesson objectives. • There is an imbalance between controlled and free activities in the lesson you are expected to teach.
	Swap out the book's activities for ones that are more appropriate for your students.	

If the teacher is supposed to teach an article on working from home to the students, for adding grammar they can put such a question: What would it be like if you were able to work from home? They will actually have a really great opportunity to work the second conditional. Students may have a lot of opinions in the conversation after the reading, for example, like “If I could worked from home, I would be able to save money because I wouldn't need to drive

and use gas”, “If my boss let me work from home I would be more productive” etc. At that time, grammar will be taught to students through the topic. Thus, we are able to use the grammar point in this context because of SARSing.

In order to integrate the language skills in ESL/EFL instruction, teachers should consider taking these steps:

- Get greater knowledge about the several approaches (such as task-based, content-based, or a combination of them) to integrating language skills in the classroom.
- Consider their existing strategy and assess how well the abilities are incorporated.
- Select educational resources, textbooks, and technological tools that facilitate the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- Keep in mind that, even if a course is only intended for one language skill, it is still possible to combine the other language abilities through relevant exercises.
- Teach language acquisition techniques, emphasizing that a particular technique can frequently improve performance across a range of skills.

All teachers can integrate language skills if they plan before and reflect carefully. At this time learners can use English effectively for communication.

Task-based instruction and content-based instruction are two forms of integrated-skill instruction. The first of these emphasizes doing tasks that call for the use of communicative language, whereas the second places more emphasis on using language to learn material.

Content-Based Instruction. With content-based instruction, kids study subjects like science, math, and social studies while practicing all language skills in a highly integrated, conversational way. All levels benefit from content-based language training, however the type of material varies depending on the student's competency level. Basic social and interpersonal communication skills are frequently covered in the curriculum for beginners, but as students advance, the material can become more complicated and scholarly. Theme-based, adjunct, and sheltered are the three main types of content-based language training that are now in use. [12].

Task-Based Instruction. Students participate in communicative English assignments as

part of task-based instruction. Tasks are characterized as core pieces that may stand alone and that demand the understanding, production, manipulation, or interaction of real language with a primary focus on meaning rather than form. [7].

Pair and group projects are frequently used in task-based learning to promote student engagement and cooperation. Students collaborate to produce and edit a class newspaper, create television commercials, act out parts from plays, and complete other group projects. All levels of language competency can benefit from task-based instruction, however the specifics of the tasks vary depending on the level. As proficiency levels rise, tasks get more complicated. Beginners may be invited, for example, to introduce themselves and provide personal information about one another. Advanced students could be assigned more complex and challenging assignments, like conducting a public opinion survey at the university.

Like the communicative approach, Task-Based Language Teaching (TBLT) offers circumstances that enable students to acquire a collocation, grammatical point, or word meaning inadvertently, without being aware that they are in the learning process.

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MODERN TECHNOLOGIES OF ORGANIZATION OF INDEPENDENT WORK IN THE PROCESS OF LANGUAGE TRAINING OF FOREIGN STUDENTS

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Introduction. In the distribution of teaching hours of Ukrainian as a foreign language at the present stage there is a tendency in increasing of the number of hours of independent work of students. For example, in the curricula of the medical faculty of Kharkiv V.N. Karazin National University has the following distribution of teaching hours in the first year: discipline "Foreign (Ukrainian) language" – 38 hours of practical classes per semester and 52 hours of independent work; discipline "Ukrainian language for professional purposes" – 30 hours of practical classes per semester and 60 hours of independent work.

The main problem is to organize a continuous process of learning the Ukrainian language by foreign students in limited time intervals and in extracurricular time. To solve this problem "it is necessary to expand the didactic space and time, to bring the process of learning a foreign language beyond the boundaries of educational activities in the field of independent work of students in order to organize and manage their educational activities outside the university schedule" (Baghuzyna, 2011). In this regard, it is advisable to find effective means of