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STUDENTS FOREIGN SPEAKING SKILLS DEVELOPMENT ON A SHORT ANIME FILM

Language acquisition and development have pivotal roles in a student's studying and overall cognitive advancement. Language proficiency enables efficient communication and contributes to essential faculties like critical reasoning, ingenuity, and cultural consciousness. Recognizing the importance of language acquisition, educators and scholars have persistently explored innovative strategies to enhance students' language learning. Modern trends provide the strategy of overall anticipation in studying process. This trends can be presented by YouTube videos, animated films and popular bloggers. Our thesis offers usage of animated films.

Anime, a prevalent genre of animated entertainment originating in Japan, has garnered substantial global acclaim as a potent medium of storytelling, renowned for its distinct visual aesthetics and captivating narratives. The concise anime film has entranced audiences across diverse age brackets, including adolescents. Given its popularity among high school students, the incorporation of anime as an educational tool holds the potential for enriching language learning outcomes. Anime provides the opportunity to include discussion exercises to the lesson and gives example of real-life communication as a pattern.

As outlined by Jeremy Harmer, there are three fundamental rationales for introducing speaking tasks that prompt language usage on demand. The first rationale centers on practice. Encouraging students to partake in open dialogues provides them with a platform to practice conversational skills beyond the classroom context. The second facet pertains to the feedback garnered from speaking exercises, whereby students are urged to employ their entire linguistic knowledge, thus furnishing feedback for both educators and learners themselves. The third factor underscores engagement. Effective speaking activities can be profoundly motivating, keeping students actively immersed and invested in the learning experience. Utilizing video materials can effectively align with each of these reasons, as expounded by the scholar [1, p. 87-88].

C. Kanellopoulou emphasizes the significance of films as a valuable pool of genuine resources, alongside a wide spectrum of comparable materials like television commercials, news segments, weather predictions, radio discussions, and more. What sets films apart from these other authentic materials is the presence of a complete narrative, a feature that is often absent in the others. This narrative aspect frequently draws viewers into the experience, allowing them to indirectly partake in the unfolding events. Another noteworthy element is the viewer's or student's enjoyment, a pivotal factor in this context [2, p. 147].

However, it's worth mentioning that using video materials is efficient if to follow the stages during the lesson. R. Sotnyk proposes the next stages:

The first stage – pre-viewing, includes a general acquaintance with the video segment and the implementation of exercises aimed at understanding the sequence of events and causal relationships. The main purpose of this stage is to prepare students for active viewing of the video fragment.

The second stage – viewing, includes a pause viewing of the video segment in order to draw students' attention to the selected language expressions that the teacher comments and systematizes during the implementation of communicative exercises. It will be useful to ask: "What would you say if?" when it is proposed to use a certain lexico-grammatical material in new situations.

The third stage, known as post-review, has the main goal of encouraging student communication, based on video segment situations and the use of learned language material. Before the last viewing of the video segment, students are given the task of tracking various aspects of character behavior and sociocultural features of situations compared to similar ones in their country. After the review, these points are discussed. To improve the oral and speech skills of students, you can use dramatization and role-playing games. If the dramatization involves the creative reproduction of the content of the video segment, then the role-playing game encourages students to express themselves in such situations.

To sum up, the information given above, we would like to highlight the importance of using authentic materials like films or videos to allow students to listen to real situations and conversations of native speakers. What's more, such type of work is highly motivating and provides a better understanding of culture.

References

1. Harmer, J. *How to Teach English*. Edinburg Gate, Harlow: Longman. 1998. 212 p.
2. Kanellopoulou, C.. Film Subtitles as a Successful Vocabulary Learning Tool. *Open Journal of Modern Linguistics*. 2019. April 30. Vol. 9. P. 145-152.

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АСПЕКТИ ОБГОВОРЕННЯ ТА РОЗРОБКИ ПЛАНУ ПІДГОТОВКИ ВЧИТЕЛІВ ІНОЗЕМНИХ МОВ ДЛЯ НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ

Нова українська школа (НУШ) є амбіційним і суттєвим етапом реформи освіти в Україні, яка покликана забезпечити учням глибоке розуміння світу, розвивати критичне мислення та комунікативні навички. Однак, однією з ключових складових успішної реалізації НУШ є підготовка вчителів, іноземних мов зокрема, до викладання в нових умовах.

Щоб навчати за новою програмою, [2, с. 1] вчитель має бути забезпечений свободою дій: можливістю добирати навчальні матеріали,