

академічних програм, що дозволить полегшити процес академічної мобільності та забезпечити високий рівень міжнародної інтеграції української освіти.

Таким чином, академічна мобільність є важливим інструментом для розвитку освіти, науки і міжнародного співробітництва в Україні. Вона сприяє підвищенню кваліфікації студентів, відкриває нові можливості для наукової діяльності та є важливим фактором у відбудові країни після важких випробувань. Розвиток міжнародної академічної мобільності та участь у міжнародних освітніх програмах має стати стратегічним напрямом для подальшого зміцнення позицій України на світовій освітній карті.

Література:

1. European Commission. Erasmus+ Programme Guide. 2021. URL: <https://ec.europa.eu/programmes/erasmus-plus>
2. Fulbright Program. About the Fulbright Program. 2022. URL: <https://foreign.fulbrightonline.org/>
3. DAAD. Information for International Students. 2021. URL: <https://www.daad.de/en>
4. Chevening Scholarships. URL: <https://www.chevening.org/>
5. Horizon Europe – the EU Research and Innovation Programme. URL: <https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/home>
6. Global Education Monitoring Report 2021: Education for Peace, Justice, and Strong Institutions. URL: <https://en.unesco.org/gem-report>

DOI <https://doi.org/10.36059/978-966-397-491-0-45>

MULTICULTURAL TRAINING OF STUDENTS AT HIGH SCHOOLS

Zhaboruke I. A.

*Candidate of Philological Sciences, Associate Professor,
Associate Professor at the Department of Germanic Philology
and Methods of Teaching Foreign Languages
The state institution «South Ukrainian National Pedagogical University
named after K. D. Ushynsky»
Odesa, Ukraine*

Multicultural education values different student cultures and prepares students to thrive in a diverse world. At its core, multicultural education fosters equality,

Justice, and equity, and it establishes the reality of philosophical ideas in classroom environments.

Depending on the nature of a final product of project activities at student practice as future teachers of foreign languages, it is useful to arrange the following types of projects in the area of foreign language education and multicultural training of students, namely;

- structurally-practical projects (observations diary, «construction» play, its development and description;

- game and role projects (solutions to any problematic situations, dramatization of a situation);

- information and research projects (such as «Ukraine – United Kingdom: traditions of communication», «The study of Romance-Germanic languages in the south of Ukraine», «The English language and its use as a means of international communication», «The hidden rules of the French behavior», «Grammar of English and Ukrainian cultural identity»);

- specific projects of a sociological survey (survey projects), such as «War and Dialogue of languages and cultures», «Conflict of languages and cultures of national minorities»;

- publishing projects (a newspaper article, an article in a magazine, creating a page in a blog);

- scenic projects («The script of ‘Brain-Ring` on country studies);

- creative projects (creative works), such as writing of essays, short stories, plays, poems, sketches; translation into a foreign/native language, etc [2].

These projects are interdisciplinary in nature and can be performed by trainee teachers during pedagogical practice, foreign language classes and educational activities on multicultural training of pupils. At the same time introduction of multimedia presentation to foreign language education of students performs various kinds of pedagogical support, namely:

- informational support, manifested in the fact that foreign language teacher can select text, graphic, photo, audio and video materials, reflecting different views, sometimes opposite views (controversial activities) on the studied topics and include it in a scenario of classes in the format of multimedia presentation to enhance learning and cognitive activity of pupils studying foreign languages;

- support for the professional-pedagogical activities of foreign language teacher, which is reflected in the fact that teacher’s educational presentations allow to systematically monitor parameters of educational process, to observe program in learning of students at foreign language lessons, to stimulate their learning and cognitive activities, monitor the effectiveness of educational process;

- technical support, which implies a possibility of a foreign language teacher to actively use local networks, telecommunications technology, multimedia programs, which prompt a teacher to organize creative teamwork of students at foreign language lessons in real time;

– technological support of foreign language teacher, since one has an opportunity to evaluate multi-functionality of multimedia presentation, analyzing, selecting and predicting the effectiveness of a foreign language educational presentation from the point of view of lexical and grammatical filling and correctness of content and information of texts, exercises, tests, submission of project material – presentation, graphics, application (pictures, graphs, tables, diagrams, etc.) presence of the objects imported from existing digital educational resources and applications, Microsoft Office, visual design, technical part, etc.

Considering multimedia presentation in foreign language training as a technical means of information, teaching equipment and technical verification, it is obvious that presentation facilitates an effective solution to the following didactic problems in the process of foreign language teaching:

- building competencies of reading of foreign language texts;
- improvement of listening comprehension skills, written speech in preparing various kinds of works, creative translations, essays, abstracts, construction of monologue and dialogue statements;
- increasing students` knowledge of vocabulary from modern foreign languages;
- creation of stable motivation of students towards foreign language activities through operational materials of internet, e-mail, search engines results [1].

Linguistic and methodological possibilities of multimedia presentation in the process of foreign languages training can be successfully implemented in teaching phonetics (developing of auditory skills to distinguish the sounds of a foreign language, to improve articulation, rhythmic and intonation skills), during teaching comprehension (forming stable phonetic skills of listening; automatic monitoring of the correct understanding of listened text), in the mastering of grammar (developing grammar productive skills of written speech, control of the level of grammatical skills development involving special test programs, support for mastering of grammatical phenomena through the use of computer reference books on grammar, grammatical errors detection systems at the morphological and syntactic levels), in improving vocabulary of a certain foreign language (forming productive lexical skills of written speech; automatic control of lexical skills involving multimedia computer programs, expansion of active and potential dictionary of students; the provision of different reference and information support through the use of automatic dictionaries, selection systems of synonyms and antonyms) and teaching reading (reinforcement of receptive vocabulary and grammatical skills of reading, training in different forms of analysis of a text, provision of reference and information support in obtaining new information on lexicology and lexicography problems through the use of electronic encyclopedias and dictionaries).

Therefore, a variety of functions realized by multimedia presentations in the area of foreign language education and multicultural training of scholars would

permit the review of it as a subtype of innovative pedagogical technologies. The results of introduction of multimedia presentation as an innovative pedagogical technology of foreign language education and multicultural training are productive skills in the activities of its main subjects-students and teachers, students and lectures of foreign languages.

Bibliography:

1. Гуржій А.М., Лапінський В.В. Електронні освітні ресурси як основа сучасного навчального середовища загальноосвітніх навчальних закладів. Інформаційні технології в освіті: зб. наук. праць. 2013. С. 3–5. Вип. 15, Херсон: ХДУ.

2. Лапінський В. В. Принцип наочності і створення електронних засобів навчального призначення. Народна освіта. 2009 р. Вип. 3. URL: <http://www.narodnaosvita.kiev.ua/vupysku/9/statti/lapinskiy.html>.

DOI <https://doi.org/10.36059/978-966-397-491-0-46>

НАУКОВІ ГУРТКИ ЯК ПЛАТФОРМА ДЛЯ ПОГЛИБЛЕНОГО ВИВЧЕННЯ ІНОЗЕМНИХ МОВ ТА ІННОВАЦІЙНІ ПІДХОДИ

Жукова А. Р.

*доктор філософії у галузі педагогіки,
доцент кафедри іноземних мов та військового перекладу
Національна академія сухопутних військ
імені гетьмана Петра Сагайдачного
м. Львів, Україна*

Матіїв Ю. В.

*аспірантка Інституту краєзнавства імені Крип'якевича,
викладач англійської мови кафедри іноземних мов
та військового перекладу
Національна академія сухопутних військ
імені гетьмана Петра Сагайдачного
м. Львів, Україна*

Дзюба Я. П.

*лейтенант, викладач кафедри іноземних мов та військового перекладу
Національна академія сухопутних військ
імені гетьмана Петра Сагайдачного
м. Львів, Україна*

Поширення сучасних процесів світової глобалізації та військоове вторгнення російської федерації на територію України зумовило активний