

**Ministry of Education and Science of Ukraine  
V. N. Karazin Kharkiv National University  
Kharkiv National Automobile and Road University  
University of Warsaw (Poland)  
University of Zagreb (Croatia)  
Istanbul University (Turkey)**



**LANGUAGE TEACHING AT HIGHER EDUCATION  
INSTITUTIONS  
AT THE MODERN STAGE  
INTERDISCIPLINARY CONNECTIONS**

Abstracts of the XXVI International Scientific and Practical Conference

(June 6-7, 2024, Kharkiv, Ukraine)

*Electronic resource*

Kharkiv  
2024

**References:**

1. Dudarenko O., 2001. *Ukrainski paremii*. Kharkiv: HDPU, 2001. 300 p.

## **COMBINATION OF TECHNICAL AND LINGUISTIC DISCIPLINES WHILE TEACHING ENGLISH**

**Ryzhchenko O. S.**

*Ukraine, Kharkiv, National University of Civil Protection of Ukraine*

It is not a secret that teaching English or any other foreign language has become a real challenge because it must combine not only basic so-called spoken English but professional language as well. Talking about mastering the skills of reading professional texts and speaking on professional topics of firefighting and civil protection may seem to be quite problematic but modern techniques and interdisciplinary connections provide different tools for doing it.

It is vital and necessary for future specialists in any field of not only firefighting or civil protection to understand the information provided in English and be able to share and discuss their professional experience to exchange the knowledge and master new skills with the help of foreign colleagues. That is why it is a good idea to work in tight connection with other departments within one university to provide the cadets with particular knowledge not only in Ukrainian but English as well.

Nowadays English teachers can use different printed or online resources which help with the task. National University of Civil Protection of Ukraine teachers of English may use their own materials but it is preferable to use original English courses like the course FIREFIGHTER [1], developed by Virginia Evans. This course is a good example of combining different skills such as Reading, Listening, Speaking and Writing with professional vocabulary. Every unit contains necessary vocabulary on a particular topic and provides future Ukrainian rescuers with necessary words to understand the texts about respiratory protection, tools, types of buildings, common hazards, safety procedures as well as fuel classifications, fire extinguishers, hydrants, hoses, parts of ladder etc. As it may be seen from the list of topics, there is a wide range of professional disciplines vocabulary which can be learnt in tight connection with Ukrainian vocabulary to compare and find out the differences and common features.

As it was mentioned before, it is preferable to combine efforts of teachers of different departments to create different tables, manuals or course books which would provide comparing analysis of systems in different countries. For example, it would be useful to compare systems of measurements (metric and imperial) in English class as well as Physics class. The attempt of such comparison was made by the Department of Language Training of National University of Civil Protection of Ukraine [2].

## References:

1. Evans V., Dooley J., Williams M. Firefighter. Books 13. Career Paths. Express Publishing, 2016. 122 p.
2. Лексико-семантичне дослідження професійної термінології працівників ДСНС України. Словник / За заг. ред. Ірини Богданової. Харків, НУЦЗУ, 2021. 204 с. – Режим доступу: <https://docs.google.com/document/d/1hc6belE3LN99eKqi4NcSHK3wTj5MnSRIRHP9JSD76NE/edit#heading=h.gjdgxs>

## DEVELOPMENT OF STUDENTS' INTERCULTURAL COMPETENCE BY FOREIGN LANGUAGE MEANS

**Shkarban I. V.**

*Ukraine, Kyiv, Borys Grinchenko Kyiv Metropolitan University*

The researchers apply the term intercultural communication competence (ICC) to refer to the ability to manifest the expected communication behavior patterns in the context of intercultural communication in order to achieve the communication goal. In recent decades, contemporary psychometric guidelines have been followed in basics of instrument theory construction to enhance the phenomenon of intercultural competence and assess content-specific items measuring intercultural competence, for instance, cross-cultural self-efficacy, cultural knowledge application, perspective-taking, as well as behavioral regulation in intercultural communication situations [4: 3-7]. Thus, ICC constructive dimensions have been proven to comprise affective (e.g., tolerance for ambiguity seen as the feeling of excitement in finding the solutions in intercultural interactions under uncertainty and unpredictability of the context of communication), behavioral (focused on capabilities to grasp, reason, and behave efficiently in situations characterized by cultural diversity), and cognitive (e.g., cultural knowledge application as the ability to adhere to the norms of other cultures and use that information in evaluating and decision-making processes).

Implementation of axiological (value-oriented) approach to the development of university students' intercultural competence is successfully carried out in the process of foreign language learning. Within constructive alignment, students 'create' meaning through relevant learning activities in foreign language studies. This understanding of intercultural communication context is not obviously transmitted through the teaching method system of tasks and responses in a foreign language but implies the learners' creativity in reaching the desired level of understanding of culture specific context [2: 9-11]. Therefore, an appropriate foreign language learning environment must be provided to facilitate the engagement of the students within the classroom activities to achieve the intended learning results. J. Biggs and C. Tang suggest that the areas of 'soft' or culture-related skills are an integral part of the higher education teaching environment that requires the learner to gain functional knowledge in the way the students cannot be taught 'evidence', they are to reflect on their communication experience and provide it themselves [1: 119-120].

Teaching in universities has largely been structured as a one-way process of delivering curriculum content to students, which has encouraged surface approaches

Шкурко О. В. ЛІНГВОКУЛЬТУРОЛОГІЧНІ РЕАЛІЇ ЯК ВАЖЛИВЕ ДЖЕРЕЛО ЗБАГАЧЕННЯ ЛІНГВІСТИЧНОЇ КОМПЕТЕНЦІЇ.....	82
Яценко А. А. САМОСТІЙНА РОБОТА ІНОЗЕМНИХ СТУДЕНТІВ ПІД ЧАС НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ НА СУЧАСНОМУ ЕТАПІ.....	84
Anastasieva O. A. TEACHING CRITICAL THINKING IN ESL COURSE IN CONDITIONS OF WAR.....	86
Borshchovetska V. D. SOME CONSIDERATIONS OF USING ChatGPT FOR TEACHING FOREIGN LANGUAGES.....	88
Gladushyna R. M. CULTIVATING SOCIAL-EMOTIONAL COMPETENCE IN PRE-SERVICE ESL TEACHERS.....	90
Kalnichenko N. M. EPONYMS AND THEIR RENDITION IN TRANSLATION.....	92
Klymenko H. V., Dimitrov O. Y. USING ARTIFICIAL INTELLIGENCE IN CREATING VISUAL MATERIALS FOR FOREIGN STUDENTS TEACHING.....	94
Kugai K. B. INTEGRATION OF TECHNOLOGY AND CULTURE IN LANGUAGE LEARNING FOR EDUCATIONAL MIGRANTS.....	96
Nozhovnik O. M. HARNESSING MODERN TECHNOLOGIES IN LANGUAGE TEACHING: A CASE STUDY IN HIGHER EDUCATION INSTITUTIONS.....	98
Riazantseva D. V. INTERCULTURAL COMMUNICATION IN EDUCATION OF STUDENTS OF TECHNICAL SPECIALTIES: THE USE OF PHRASEOLOGY.....	100
Ryzhchenko O. S. COMBINATION OF TECHNICAL AND LINGUISTIC DISCIPLINES WHILE TEACHING ENGLISH.....	102