

2. <http://www.cambridgeinternational.org/images/271191-digital-technologies-in-the-classroom.pdf>
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ART TECHNOLOGIES IN LANGUAGE TEACHING AT UNIVERSITY

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The use of theatrical activity as a type of art technology in the process of teaching a foreign language is considered to be one of the most important teaching tools, which helps to develop communicative skills and increase cognitive interest in learning languages. This method of verbal transformation also develops logical thinking and ingenuity, causes emotional reactions and affects the spiritual world of a person. Dramatization in teaching a foreign language should be understood as the creative use of written and spoken language on the basis of the literary heritage. In the methodological literature this concept denotes terms: staging, role-playing and dramatic games.

Many scholars and methodologists considered the problem of learning a language during role-playing games (A. V. Konyshcheva, A. A. Kostyushko, I. M. Kungurova, G. V. Rogova, S. Holden, A. Duff and A. Maley). In the process of teaching a foreign language, improvisation, informal and formal dramatization are the most successful. Improvisation is the most interesting type of dramatization, because it is “the most appropriate method of teaching speaking, since it provides motivation in dialogue, contributes to the creation of an unlimited number of speech situations and makes them personally significant” [1, p. 125].

For improvisation, the following features are characteristic: lack of preparatory work, spontaneous speech, the performing is carried out directly in the audience, improvisation material should be familiar or understandable to all students, improvising is effective in pairs and groups. In terms of communicative teaching foreign languages, informal dramatization is the most unpredictable type of dramatization. Students have complete freedom in interpreting scenes, parts or ideas. During informal dramatization, students are not limited in their choice of language means. They are free to choose lexical and grammatical structures. Students get the opportunity to develop unprepared speech skills.

Role-playing as an educational activity and effective form of art technology puts a student in an imaginary situation, thereby improving the students' language skills: it becomes easier to overcome the communicative barrier, choose language clichés and operate with them, transfer learned structures to various communicative situations [2, p. 17]. Role-playing returns to

the language “lost emotional content” and provides students with the opportunity to express themselves through word and gesture, using imagination and memory [3]. Despite all the possible advantages of role-playing in teaching foreign languages, this technique should not be the only one when planning classes. In educational process, we can apply various techniques of arts as a means of forming innovative pedagogical activity. Art technologies have significant potential in terms of personality development, the formation of important professional qualities of an intending teacher, which is possible through the inclusion of a student in joint activities at the lesson: mini-lectures, business games, case studio, video discussion, etc.

A video discussion is viewing and analyzing a video story. In the classroom, you can use both art and documentary videos, fragments from them. Videos can be used at any stage of the lesson in accordance with its theme and purpose. The use of video is very effective in the formation of a communicative culture of students. Video materials not only present language of native speakers, but also immerse students in a situation, in which they get to know the language of facial expressions and gestures, the style of relationships and the realities of the country, the language of which is studied. Video can be especially useful if we want to practice listening skills in a natural context, submit situations for playing out, practice description and retelling skills, enrich vocabulary, stimulate communication or discussion.

References:

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2. *Holden, S.* (1981). *Drama in language teaching*. Harlow. 84 p.
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SOCIAL EVALUATION OF KOREAN ACCENTED ENGLISH

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Since the Korean language has been spreading faster and faster among speakers of other languages over the past three years, we decided that in our article it will be relevant to consider its impact on one of the most common languages – English. Korean accented English is known as «Konglish». Korean is the official language of South Korea and North Korea. It is spoken by