

breakdown, CI during official meetings and ceremonies requires a special knowledge of diplomatic protocol [3, p. 153].

Thus, the specialized course in Community Interpreting should include the development of the following skills:

- Legal interpreting/translation skills,
- Medical interpreting/translation skills, including psychological interpretation/translation,
- Protocol interpreting during official meetings with the top city authorities, etc.

Although CI is predominantly associated with oral practice in the western countries, due to a vast amount of bureaucratic procedures, it may require profound skills in written translation practically in all kinds of CI settings [1, p. 51].

To sum up, here are the main points: community interpreting has become a profession in many countries of the world. Training programs and assessment tools have been developed and the demand for services has increased significantly. Following the growing demand for the CI in a vast variety of settings in big Ukrainian cities, the CI study in Ukraine can become a highly relevant academic discipline to be developed in the near future.

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SOME WAYS OF INCREASING SELF-CONFIDENCE IN THE COURSE OF ENGLISH LEARNING

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Each teacher of English at least once in his/her life has faced the situation when learners of English are afraid of speaking up. Excessive shyness is a sign

of insecurity, lack of confidence, an incorrect self-image and low self-esteem. It can result in feeling unsure of yourself in the company of other people and English lessons are not exception as different students with different level of English knowledge participate in them.

There are simple ways to help to increase learners' self-esteem and build self-confidence during English lessons. Learners of English should:

1. Always do their homework. Being prepared means that they are responsible, diligent person and ready to fight their problems.

2. Take care of themselves and always have a good sleep. If they are tired they most likely won't take active part in activities suggested by their teacher.

3. Believe that their teacher is not a person who wants to fill them with knowledge. He/she is interested in their work and progress.

4. If homework includes learning some pieces of material by heart it is essential to practice them loudly especially in front of a mirror, create a dialogue with themselves: speak to themselves, answer themselves, dispute the answer, convince themselves, scold themselves, lecture themselves and then say goodbye. In addition to this, they should record this conversation to listen to later and assess themselves to see what they need to improve, or give the recording to someone they trust so that these people are able to correct learners.

5. Surround themselves with people who make them feel good. It is not difficult to do it as beyond English lessons we can feel free to choose such people. On English lessons we can face different problems as we are not surrounded with students whom we like. So it is a challenge for a teacher of English to create such psychological atmosphere when all learners would like to participate in all activities.

The trouble with self-conscious individuals is that they think the other people are concerned about how they look and perform. Yes, there are judgmental people. But we should know that most of them are insecure and look for the weakness in others to validate their own worth. So if a teacher keeps it in mind, he/she wouldn't become bothered and find ways of solving this problems.

Many people nowadays frequently experience stresses and negative emotions. Stress compromises the ability to communicate. If people feel disappointed or irritated the tone of the voice, intonation and movements of the body will clearly signal that something unpleasant has happened. The teacher should be aware of some unconscious nonverbal expressions that might confuse or even turn off the class. If a person is overwhelmed by stress, it is best to take a time out. It is better to calm down before continuing the conversation. Once a person regains the emotional stability, he or she will be better "equipped" to deal with the situation in a positive way. Learning how to manage stress is one of the most important skills a teacher can do to improve his/her professional skills. A teacher who wants to become efficient must control his/her emotions, gestures, facial expressions, etc. Therefore, the material elaborately chosen for lessons

must be “accompanied” by a proper behavior, gestures, facial expressions, in other words, a teacher should improve communicative skills as well as his/her psychological well-being. If some people think that students or learners attend the classes only for the reason that they want to learn English well they are mistaken. Communicative environment is the most important thing as every person wants to be needed, loved and respected as well as to become competent in the sphere of the subject studied. Clarity of speech, friendly disposition, smiling face, smooth movements of a teacher help to develop successful interaction. Realizing this fact will definitely lead to building successful relationship between a learner and a teacher. In addition to this, it will help increase self-confidence of students.

It's not always easy to be confident in yourself, particularly if you're naturally self-critical, or if other people put you down. But even in such situations students can take to increase and maintain their self-confidence.

Self-confidence is vital in almost every aspect of our lives, yet many people struggle to find it. Sadly, this can be a vicious cycle: people who lack self-confidence are less likely to achieve the success that could give them more confidence.

For example, you might not want to back a project that's pitched by someone who's visibly nervous, fumbling, or constantly apologizing. On the other hand, you might be persuaded by someone who speaks clearly, who holds their head high, answers questions with assurance, and readily admits when they don't know something.

Confident people inspire confidence in others: their audience, their co-workers, their bosses, their customers, and their friends. And gaining the confidence of others is one of the key ways to succeed. Confidence in ourselves is really powerful. When we believe in ourselves, we can make things happen. We can create change and as soon as we notice that change, it becomes really empowering. We prove to ourselves that something's possible and we get inspired by that and we go out again and we try another time and we go further.

If people are afraid to communicate freely in everyday life they most likely lack the confidence to use English or the confidence to speak with other people in English, not just to become a better English user but also to develop and achieve some of those bigger ambitions that they have for themselves.

Overcoming shyness *is* possible, but it may not feel easy. If a learner has made efforts to deal with this problem and is still having trouble, he/she might want to talk it over with someone he/she trusts, such as a family member, teacher or friend. If the learner is really struggling with his/her shyness, there might be something else going on. They shouldn't worry about the mistakes, worry about the accent, worry about the fact that their vocabulary is not as rich as they would like it to be. It will all get better, just be patient.

People who are shy are usually afraid to ask questions. But that's exactly what they should do: ask questions. They shouldn't pretend that they understand

everything, it doesn't help them improve their skills. Again the problem is that it is in nature of people to be afraid of looking odd, stupid. So they prefer to be silent.

On the contrary, absolutely there is nothing wrong when there are misunderstandings between learners and their teacher. Students should ask teachers to explain things they didn't get, it will help them gain knowledge. An efficient teacher really appreciates when his/her students ask questions. Asking questions actually underlines learners' desire to understand a lot better.

One of the problems learners of English face is incapability to think in English. There is a tendency to make translation literally. In order to start thinking in English, they should try to use simple constructions. Once they've gained confidence and linguistic skills, they can take a risk and try to form more complex sentences. The most important, as it has already been written above and repeated a thousand more times, is that they must be able to express themselves so that people understand them.

To sum up, it can be said a lot about ways of overcoming these difficulties. But the most important thing is that learners of English should practice, practice and practice. After all "they just have to keep putting one foot in front of the other", as the old proverb says.

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THEORETICAL ASPECTS OF FOREIGN LANGUAGE TEACHING IN THE LINGUISTIC LANDSCAPE

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Contemporary Ukrainian educational establishments of all levels aim at preparing learners for interaction and communication in a modern globalized society. Foreign Language Teaching (FLT) has become the main experimental field that develops key skills of the XXI century, namely communicative and sociolinguistic competencies. Learners develop their target language awareness through their daily experience in public places, as well as intercultural competence, civic participation, and social critique. Such an L2 input leads us to the definition of the linguistic landscape (LL). Initial definitions of the LL