

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

referred mainly to the visibility and salience of languages on public and commercial signs in a given territory or region (Landry & Bourhis, 1997). Some recent studies have explored the theoretical potential of the LL for language learning and it was suggested that the LL could contribute to language learning by serving as a source of authentic input for the development of pragmatic competence and literacy skills, as well as for raising learner's language awareness (Cenoz & Gorter, 2008). In addition, the digital sphere has become an integral part of our reality and learning context and hence, should be considered a part of the LL.

Considering the aforementioned, the aim of this paper is to discuss the ideas of using the linguistic landscape in FLT. The objectives of the research are to study the definition of LL and to analyze the peculiarities of the LL in Ukraine. In this context we address learning as a social process, resulting from active participation in a collaborative creation of knowledge. The main objective of the instructor in this case is to expose learners to the limitless opportunities for interacting with the target language beyond the formal lessons.

Previous experiments on LL classroom implementation show an increasing level of learners' participation and L2 fluency (Aladjem & Jou, 2016). The method reveals its effectiveness due to the role of the instructor as a motivator and moderator encouraging communication in L2 and pointing to its formal aspects. Learners become active explorers, highly aware of language exponents in their surroundings, that they transform into an authentic learning environment and scaffold their learning process. Another experiment suggests that increased use of images from the environment in language and literacy instruction has the potential to make the process of language learning more motivating and appealing to learners (Hewitt-Bradshaw, 2014).

The initial research of the LL in Ukraine in 2019 comprises over 1,200 visual evidence of public signs of different types in 4 languages (Ukrainian, Russian, English, Jewish + bilingual) from 6 large Ukrainian cities (Kyiv, Odessa, Kharkiv, Chernivtsi, Mykolaiv, Uman). The key points under analysis are the category and the content of the signs, their location, creators, target audience and message. Applied in the contemporary Ukrainian context, LL serves to investigate the ways in which the variety of language is appropriate to a particular social situation. We use critical discourse analysis and systemic-functional linguistic theory to explain language use and variation in terms of the communicative choices language users make to achieve different functions (Halliday, 1978). Thus, any visual evidence (store/business/office advertisement, poster, graffiti, statue plaque, traffic sign, building official sign, newspapers) is studied by learners as a product of social interaction when different structures and processes in the social system produce different texts. If educators use such texts to integrate content in the school curriculum, learners might find literacy resources more motivating and engaging, since LL reflects authentic language use in diverse ways that are familiar to learners.

The areas of future dialogue considering the topic of using LL as a pedagogical resource include a detailed analysis of the collected LL evidence and creating recommendations for curriculum improvement as well as designing a number of tasks in terms of different language courses.

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MOTIVATION FACTOR AS AN ESSENTIAL PART OF SUCCESSFUL FOREIGN LANGUAGES LEARNING

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Motivation is a powerful tool for any kind of human activity. Persons motivated either intrinsically or extrinsically channel their behavior towards the goal being goal-directed and highly motivated. But those whose goal is vague and far off feel difficulties in their development. The statement is completely true for students learning foreign languages as well [5].

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Actually, it is often used to describe certain sorts of behavior. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behavior.

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behavior towards a goal. Another way to say this is that motivation is goal-directed behavior [5].

Motivation can be categorized into two types: intrinsic and extrinsic.