

consciously views role-playing as a form of communication training, so for him the purpose of the game is primarily to develop students' language skills. Consequently, role-playing games make it possible to program the content of the utterance, based on the psychological and social specificity of the given role. It is worth noting that business play as a methodical technique is multifunctional, because, first of all, it nurtures the ability to think and make decisions independently; secondly, it enriches linguistic and national knowledge; third, train and consolidate professional knowledge; fourth, it generates speech, intercultural and communicative competence. It is important to note, that business game as one of the varieties of role-playing should represent an imitation of the situation of professionally-oriented communication of students in one of the spheres of their future professional activity, which is realized by means of a foreign language.

With regard to the parameters of play activity, as practice shows, they should rely on the didactic potential of play; language skills; the national base of the game; communicative orientation; social form, rules of conduct and a set of didactic tools (in particular, work sets of materials, reference books). Therefore, active use of game methods is designed to stimulate students' interest in communicative development, which contributes to the formation of sustainable motivation.

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CANADIAN ACCENT OF ENGLISH

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Canadian English is the form of English used in Canada, spoken as a first or second language by over 25 million Canadians (as recorded in the census of 2001). The Eastern provinces of Newfoundland and Labrador, Nova Scotia and Prince Edward Island have a maritime accent which overall sounds more similar

to Irish pronunciation than American. There is also some French influence in pronunciation for some English-speaking Canadians who live near, and especially work with French-Canadians.

The best form of English is called Standard English and is the language of educated English speakers. The government, The BBC, The Universities, uses it and it is often called Queen's English. American English is the variety of the English spoken in the United States. It is different from English in pronunciation, intonation, spelling, vocabulary and sometimes – even grammar! An Englishman goes to the town center to see a film while an American goes downtown to see a movie. If an Englishman needs a pen he would ask you: "Have you got a pen, please?" but the American would say: "Do you have a pen?" Australian and New Zealand English, also called Australian English, are very similar. Especially in pronunciation they are also similar to British English, but there are differences in vocabulary and slang. Many terms, such as kangaroo, dingo, wombat and boomerang, come from the Aboriginal language and many others from the Cockney dialect spoken by the first settlers, The Londoners. Canadian English is different both from American and from British English.

History of Canadian English. English-speaking Canadians talk and write the way they do, not by accident, but because of the influence of all the people who have used Canadian English over the years: the settlers who came to Canada from Ireland, Scotland and England in the nineteenth century, fur traders, the pioneers of Upper Canada, the homesteaders of the West. The vocabulary, the grammar and the pronunciation of a language are the products of history. Therefore the first part provides the historical background to Canadian English. When any language is taken from its home and introduced into a new country which is completely different from anything that its speakers have previously known, then the language must expand the vocabulary in order to cope with new conditions. This expansion is made in predictable ways, and it includes the use of existing words with a new meaning, the use of new words with a new meaning (hurdy gurdy – a musical instrument that makes music by rotation of a cylinder studded with pegs), the deliberate creation of new words, the use of the names of people or things they invent (Bombardier – a snow tractor, typically having caterpillar tracks at the rear and skis at the front) and the borrowings from people in the new country who already have names for things which are new to the latest immigrants (sockeye – small salmon with red flesh).

Pronunciation. One of the most salient characteristics of Canadian English is the pattern that linguists call "Canadian Raising". In the general discussion of diphthongs, it is noted that English has three phonemic diphthongs and two of these ones have low vowels as their nucleus as in ride and in loud. In Canadian English both these diphthongs have variants whose occurrence is obligatory under certain phonological conditions. Before a voiceless consonant

the diphthong replaces. These variants are called raised or centralized diphthongs because their nucleus is no longer a low vowel.

Canadian raising of the [au] and [ai] diphthongs to [ʌu] and [ʌi] before voiceless consonants: lout/loud, bout/bowed, spouse/espouse, bite/bide, fife/five, site/side, tripe/tribe.

Merger of [a] and [ɔ]: offal/awful, don/dawn, hock/hawk, tot/taught, otto/auto, lager/logger

- Voicing of the intervocalic

Canadians voice or flap intervocalic [t] to [d]: metal / medal, latter / ladder, atom / Adam

- Yod dropping

Canadians consistently drop yod in the [iu] diphthong after [s] (suit) and variably do so after labials and velars

- Retention of [r]

Spelling. Canadian and American English may sound very similar, but the spellings used in each version of English vary considerably. Canadian English does not specifically follow the spellings listed here. Often both forms of spelling are used, but the spellings below are the most-used forms that you find in each language.

-Or and -Our. In Canadian English, people spell words with the -our ending such as colour, labour or favour. American English spells these words color, labor and favor

One L or Two. Canadian English uses fulfil whereas American English uses fulfill. However, Canadian English will use cancelled, and American English spells it canceled.

-Er and -Re. American English spells words with an -er ending like center or centered and theater, but Canadian English uses the -re version of centre or centred and theatre.

-Que and -Gue. In Canadian English, words generally use the -que and -gue spellings. Canadian English spells words like catalogue and cheque. However, American English uses catalog or check.

In other cases, Canadians and Americans differ from British spelling, such as in the case of nouns like tire and curb, which in British English are spelled tyre and kerb.

Considerations. English is one of Canada's two official languages. According to the 2016 Canadian census, English is the mother tongue of approximately 19.5 million people, or 57 per cent of the population, and the first official language of about 26 million people, or 75 per cent of the Canadian population.

While Canadian English favors the more traditional British spellings, some British rules are not used in Canada, such as the -ise ending in Britain rather than an -ize ending.

In conclusion it should be sum up that Canadian English spelling is a mixture of American and British. Pronunciation of the English language in this country is overall very similar to American pronunciation, which is especially true for Central and Western Canadians.

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INNOVATIONS AND ONLINE TEACHING

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The rapid development of information technology has a significant impact on the development of modern educational technologies and methods, and technological innovations are undoubtedly part of English language teaching. When it comes to technical innovations, first of all, interactive whiteboards, electronic textbooks, educational resources on the Internet, and training programs on disks are meant. Indeed, graphics, photos, videos, sound, text in an interactive mode allow creating an integrated information environment giving opportunities to organize a variety of learning activities.

Modern technical innovations, however, create much greater opportunities, not only being a source of authentic learning materials, a tool for online teaching (Skype, Zoom, etc.), but also allowing to create an innovative educational environment, expand opportunities for independent individual work of learners, which can solve a wide range of problems, in particular concerning the purposes of efficient self-study. It is especially important because of the current trend for drastically and steadily reducing the time of direct face-to-face contact with students. In addition, over the last few decades, the approach to teaching has gradually changed to student-centred learning, changing the role of the teacher from a mentor or mediator transmitting knowledge to students, to the organizer of the educational environment, consultant and guide. With the help of an experienced tutor, learners can select their own appropriate language learning software at their level of difficulty, study at their own time and their own pace. Now the teacher is the facilitator, hence new approaches in using innovative information technologies are necessary.

English language teaching is evolving all the time alongside advances in technology. Among the digital innovations that have emerged recently and have had the greatest impact on foreign languages teaching there are various digital platforms, the list of which is constantly growing. Among the most popular one