

Another advantage is the presence of an electronic board where students can write, draw, take notes, and sort out mistakes or new words. A teacher may use figures to clearly explain the rules and structures of English language. Moreover, control of the board can be given to students so that they complete a word or write an answer. This creates a kind of interaction and makes the studying process more interesting.

Also, one of the main bonuses is the opportunity to work in pairs or mini-groups within the conference for individual exercises. The process is exactly the same as in real life. However, in Zoom, the groups do not interfere with each other and hear only themselves. By the way, this advantage helps to develop soft skills and establish communication between students.

At the same time, there are some disadvantages of using Zoom for learning English. Once you increase the number of guests invited to the conference to 3 or more, the lesson time is limited to 40 minutes. Of course, you may bypass this limitation buying a special proposal. However, not all teachers can afford it. As a result, after 40 minutes students have to re-enter the conference. This is not always convenient while doing some exercises on the screen or speaking.

Another disadvantage is that the interface is a little bit complex. Many teachers complained that at first they did not fully understand how to use the platform's functions. Before working with Zoom, you need to spend some time getting to know the platform. So, learning the interface system is time-consuming. This is natural in any such case and requires only practice.

To sum up, nowadays, online platforms have become the most flexible and accessible forms of studying for many who want to gain knowledge, especially students. As a result, the number of people using Zoom for learning, in particular learning English, is constantly increasing. And despite the fact that, there are some drawbacks such as complicated interface and time limit, there are still more advantages. That is why the popularity of using Zoom for learning English is stable.

## **PECULIARITIES OF LEARNING A FOREIGN LANGUAGE BY CADETS OF HIGHER MILITARY EDUCATIONAL ESTABLISHMENTS**

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Every language, especially English, has a complex grammatical structure and a tremendous amount of vocabulary, requiring a unique approach and a lot of efforts to learn. Many books and articles have been written on methods and

ways of acquiring competence in specific language skills. Very often, at the beginning of the learning journey, the question is "What to learn?" but rarely "How"?

The learning styles are defined as personal dispositions affecting student's ability to acquire information, interact with peers and teachers and participate in learning experiences. These personal dispositions are reflected in reasons, perceptual abilities, and information processing methods, preferences for a particular sensory modality, social relationships and physical environment characteristics.[1] Unfortunately, teachers do not pay enough attention to this issue, which causes some learners' lower performance.

There is an obvious need to improve the learning process in foreign language teaching in military universities. Impetuous development of Ukraine's military cooperation with partner countries, organisation, and joint exercises expansion of military information exchange spheres leads to the need for military specialists fluent in foreign languages to carry out professional activities.

Language training of military specialists should be aimed at acquiring linguistic and socio-cultural knowledge, as well as at formation of thinking, intellectual abilities, which allow carrying out communicative, military-professional tasks with the help of foreign language means [2]. The aim of acquiring these competencies is to train a military specialist who can use a foreign language in his/her own and foreign-language professional environment. The term language training implies the following notions: the content of training and peculiarities of its organisation, person-centred learning, foreign language speech activity, students' speech activity, formation of communicative competence.

Content of training and its organisation is considered to reflect the necessary information, which forms an orientation framework (specific vocabulary, language and speech clichés, rules of their use, grammatical material) [3]. At the first stage of training, cadets master an introductory-corrective course, which is the basis for forming the necessary language knowledge. There is no initial examination in the "Foreign language" discipline in a military university, which leads to the necessity of building a varied educational process for cadets with different levels of language proficiency. In this connection, when completing language groups, it is necessary to subdivide cadets with varying training levels. The basic foreign language course is the second stage in the professional linguistic training of cadets. This stage includes two parts. The first part introduces common vocabulary, standard grammar and speech structures in the form of clichés. At the second stage, a significant portion of the training material is occupationally oriented vocabulary. [4]

Formation of oral speech skills in monologue and dialogue form is carried out with speech, language exercises, answering questions, retelling, composing mini dialogues and mini monologues.

Role-playing games, business situations, traditional and innovative technologies of foreign language teaching helps to intensify the learning process during practical classes.

Foreign language teaching methodology in a military university should be based on the optimal correlation of reading, speaking, writing, and listening to different stages of training and their interrelation, professionally-oriented training and individualization of training, which implies a specific algorithm of gradual formation of language skills and abilities in the system of foreign language education.[5]

Foreign language is necessary for study at a military university because, during practical classes and independent extracurricular work, a cadet is immersed in co-creative and active communication activities. By learning a foreign language, the terminological and conceptual content of professionally relevant military disciplines is clarified, contributing to better assimilation of profile material and development of the future officer's professional intellect.

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## **TEACHING ENGLISH IN CANADA**

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