

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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Canada's geographical and cultural diversity provides a fun and vibrant location to teach abroad. A notoriously friendly nation, the people of Canada welcome citizens and tourists from all around the world with a smile and a handshake.

Canada's teaching abroad programs offer various kinds of set-ups – some will allow you to live in a home stay and tutor a smaller group, while others will place you in a classroom setting where you will take charge of a larger number of students. French or English?

Canada has it all – the French-speaking province of Quebec offers cities with European style and Canadian warmth, while the English-speaking cities of Ontario and western Canada offer lively and unique metropolises.

In order to teach English in Canada, most teachers will require native English proficiency and TEFL certification. Prior teaching experience is preferred, but not required in all cases.

In Canada, teachers are not limited to instructing English or various school subjects, but also French. In addition, employment opportunities are available in school or university administrations, allowing all education professionals in Canada to find the “right” job.

Government Sponsored Programs:

The Canadian government’s *Odyssey program* hires language assistants in a variety of cities. This is a full-time program, in which you would work alongside an English teacher, mostly at the elementary and secondary levels. Much of the language assistant’s role is to encourage students to learn English in creative and fun ways, as well as provide a second cultural perspective in the classroom.

International Schools:

Canada’s international schools are consistently employing new teachers. Some schools follow an American curriculum and prepare their students for Advanced Placement (AP) courses. It should be kept in mind, that many international schools require their teachers to receive accreditation from *the British Columbia Ministry of Education*.

Tutoring:

Tutors, with past experience, can find home stay programs where they will provide one-on-one tutoring to their accommodators, in their language of native fluency. Students range from ages 16 to 75 years old and in skill level. This is a great opportunity for those looking for short-term stints, as you will work between 10-20 hours per week, for about 1-4 weeks. However, you may always extend your stay.

You do not need to be a native English speaker, as most Canadians speak English as their first language. The individuals, who will be your host, are primarily looking to improve and enhance their spoken French. Since tutoring is more informal than classroom instruction, you will have plenty of free time to explore your city and surroundings.

International schools are located in many of Canada’s large cities, such as Vancouver, Toronto, and Montreal. Language assistants and home stay tutors will typically be placed in Quebec or New Brunswick, where French is more widely spoken.

Teaching jobs in Canada vary in their requirements, as some employers are stricter with what they’d like to see in applicants. In order to participate in government programs, you must be a Canadian citizen or permanent resident. In addition, to apply for a language assistant job, English must be your first language. If you wish to teach in an international school, you must be accredited

by the provincial ministry of education, wherever you might be. The most lenient situation will be a home stay, as tutors are only required to be proficient in their native tongue.

In addition, the Canadian school year typically starts in the beginning of September and ends in late June.

It is advisable to steer away from discussing Canadian regional politics. The division between Quebec and the rest of the nation is a touchy subject, and one to be avoided in formal situations.

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PLANNING AND ORGANIZATION OF FOREIGN LANGUAGE LEARNING ACCORDING TO THE CULTUROLOGICAL APPROACH

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Planning and organization of teacher's work is an important milestone in schooling process. It is hard to establish the course without the cluster of exercises, included in a system of topics, which are built to help students master the intercultural communicative competence. Nowadays, due to the novelty of the culturological approach, planning of lessons is not defined and does not have a systemized scheme. So, the article aims to outline the key positions in this branch.

The issue was studied by a lot of scientists. For example, A. Liddicoat studied the principles and characteristics of intercultural learning of a foreign language; L. Sercu studied the aspects of teaching a foreign language in the intercultural world; Ch. Laskaridou dealt with the tools of culturological analysis in the foreign language lessons; and many others.

The organization of foreign language learning according to the culturological approach is a rather difficult task. Methodologists treat the curriculum as a teacher's choice as to what should be included in or excluded from the course. The thing is that it is dynamic. In a contextualized curriculum for intercultural language learning, the whole organizational process is facilitated by the interdependence of such integrated dimensions as: planning ↔ resourcing ↔ teaching ↔ assessment ↔ updating. Such relations are of a qualitative nature.

First of all, at the planning stage, it is necessary to find out the starting point of the lesson – the people involved in the learning process and their socio-cultural and linguistic features. To do so, it is important to determine who are