

LANGUAGE AND TRANSLATION STUDIES

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In the context of wartime, innovative methods of teaching languages become increasingly important as they enable students to gain essential linguistic skills that are vital for communication and understanding in a globalized world. During wartime, the need to learn and communicate in different languages becomes essential. As such, innovative methods of teaching languages become increasingly important to provide students with the necessary linguistic skills to function in a globalized world. This article explores various innovative methods of teaching languages in schools and universities during wartime.

Innovative Methods of Teaching Languages at Schools and Universities.

Innovative methods of teaching languages at schools and universities involve the use of new technologies and teaching materials. Teaching languages in the context of war can be challenging, but it is also a crucial task to facilitate communication and understanding across cultures. In 2023, there are several innovative methods that schools and universities can use to teach languages in a way that is relevant to the current global situation of conflict and war. Here are some examples:

1. Integrate authentic materials: One way to teach languages in the context of war is to integrate authentic materials, such as news articles, videos, and social media posts, into language classes. This approach can help students develop their language skills while also increasing their awareness of current events related to war and conflict. Teachers can provide students with tasks and discussion topics related to these materials, encouraging them to engage critically with the content.

2. Online Language Classes: With the advancement of technology, online language classes have become an effective and popular method of language teaching. Online classes can be conducted via video conferencing tools such as Zoom, Skype, or Google Meet. This method allows educators to connect with students from different locations and provide quality language education without the need for physical presence.

3. Incorporate cultural competency: Language teaching in the context of war should also incorporate cultural competency. This means teaching students about the cultural norms and values of the people involved in the conflict. It can help them understand why certain actions are taken and how to communicate

effectively with people from different backgrounds. By fostering cultural competence, language teachers can help their students become more empathetic and open-minded, which can promote peace and understanding.

Teaching Languages in the Wartime.

In times of war, teaching languages can be challenging due to the limited resources, safety concerns, and high levels of stress and trauma that people may be experiencing. However, it is also a crucial skill for communication and survival in conflict zones. Here are some methods of teaching languages that can be effective in wartime:

1. Use simple materials: Teachers can use simple materials such as flashcards, basic textbooks, and visual aids to teach language in wartime. These materials are usually easy to transport and can be used in low-tech environments.

2. Use technology: In some situations, technology can be useful for teaching languages in wartime. Mobile language learning apps like Duolingo or Babbel have gained popularity in recent years due to their convenience and accessibility. Students can use these apps to learn a language at their own pace and convenience, making it a great option for self-study during times of war.

3. Focus on survival phrases: In times of war, it's important to prioritize survival phrases such as "help," "danger," "stop," and "run." These phrases can help people communicate effectively in dangerous situations.

4. Create a safe learning environment: In wartime, people may be dealing with high levels of stress, trauma, and anxiety. Teachers should create a safe learning environment that is free from judgement and encourages students to learn at their own pace.

Language education can also play a crucial role in promoting peace and reconciliation in conflict zones. By providing opportunities for language learning and intercultural exchange, language education can help to break down barriers and foster understanding between different communities. Overall, the challenges of teaching languages during wartime require innovative solutions, and educators must be creative and adaptable in their approach. By embracing new technologies and teaching methods, we can ensure that students continue to receive a high-quality language education, even in the most difficult of circumstances.

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ANALYSIS OF THE PECULIARITIES OF THE TRANSLATION OF THE ENGLISH ARTICLE ON THE EXAMPLE OF THE LITERARY WORK BY S. BRONTE "JANE EYRE"

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In the English language, there are words that are phonetically, graphically, or semantically similar. In such cases, it is sometimes difficult for people learning English to distinguish which part of the word it belongs to or what meaning it carries in order to make a correct translation and understand the meaning of the sentence or text. Such prominent Ukrainian scientists as Yu.O. Zhluktenko, F. S. Arvat, E. I. Horot, and V. K. Shpak focused their attention on the phenomenon of the article.

The subject of this work is inversion in the English language from the point of view of its translation into Ukrainian.

The subject of this work is an analysis of the peculiarities of the translation of an English article in the process of translating a work into Ukrainian.

The aim of my work is to analyze the possibilities of using the English article in the translation process.

We compare the original English work of "Jane Eyre" by Charlotte Brontë with its Ukrainian translation.

An article is one of the official parts of speech in a number of official languages, which is used as part of a nominal group to express a number of linguistic meanings of a noun, helps to distinguish them from other parts of speech, such as verbs, adjectives, pronouns, etc. Likewise, the article helps in formulating an understanding of the category of certainty and uncertainty in relation to the field of knowledge of the speaker/author and the addressee of the language. However, it should be noted that the article in English often acts as an indicator of different variants of the meaning of words.

Grammatically, we can characterize an article by three indicators: state (definite *The*, indefinite *An* and zero article), quantity, and interaction of the article with other words in the sentence.

Grammatical analysis is one of the types of analysis of the English article, which consists in determining the function of the article in the sentence and includes determining the following characteristics:

1. The state of the article, i.e. through the division into the above-mentioned definiteness of "The", indefiniteness of "A/An" or null state.