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читання текстів іноземною мовою, опрацювання інформації; також учить працювати в команді та приймати єдине спільне колективне рішення. Окрім того, використання таких прийомів, як дискусія, аналіз реальних ситуацій, мозковий штурм, ділова гра, проєктне завдання сприяє створенню сприятливої психологічної атмосфери на занятті, посилює мовну та інтелектуальну активність здобувачів-іноземців, підвищує їхнє почуття впевненості в собі та створює смисловий контекст комунікацій. Також використання цього методу дозволяє застосовувати отримані теоретичні знання у вирішенні/розв'язанні певних практичних завдань. Проблема використання методу «case-study» при вивченні української мови як іноземної в навчальній практиці ЗВО на сьогодні є достатньо актуальною, що пояснюється не лише орієнтацією на здобуття конкретних знань, а й формуванням професійної компетентності, умінь та навичок мисленнєвої діяльності, розвитком здібностей особистості.

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THE CALLAN METHOD AS INTERACTIVE TECHNIQUE OF TEACHING VOCABULARY IN ENGLISH LANGUAGE CLASSES

Currently, oral English proficiency training has become primarily important in English communication skills training, and providing the learners with the opportunity of effective output activity has become an important issue. There are many teaching methods that are interpreted as non-traditional. Non-traditional methods are methods that are not used by the school curriculum or university syllabus. There are a lot of such methods and all of them have their benefits in learning English.

The Callan Method is an English training method for learners of English as a second or foreign language developed by scientists at Cambridge University under the leadership of Professor Robin Callan in the 60s of the 20th century. It is widely used all over the world and is aimed at rapid improvement of communication skills, consists in the technique of constant repetition and guarantees success in learning a foreign language. The Callan Method was practically applied at Callan School in London, the largest English language school in Europe. Since this method turned out to be very effective and popular all over the world.

The main principle of the Callan Method involves the rapid improvement of the student's communication skills by means of maximum immersion in the language process, which is an integral part of the communicative approach. The Callan Method involves teaching a person to perceive living foreign speech and express himself freely in a foreign language. 70% of the lesson is devoted to conversational practice in the "question-answer" mode [1, p.17]. The method consists of 12 levels, where the 1st is the level for beginners A1 (Beginner), and the 12th is the level for advanced C1 (Advanced).

Unlike other teaching methods, this method aims to make students think in English without translating sentences from their mother tongue into English and vice versa. This effect can be achieved due to the fast pace of interaction between the teacher and the student, and the main emphasis is put on multiple repetitions of the studied material with the gradual consolidation of grammar and vocabulary. Another advantage of the Callan's Method is that students learn to perceive and then respond to the fast pace of

speech typical of native speakers, which greatly contributes to the development of their cognitive processes in English [1, p. 54].

Here are some features of the Callan Method that distinguish it from standard training methods:

- the class is conducted as a question-and-answer session, the teacher asks questions and the student answers them. Then it is the student's turn to ask questions. Through questions and answers to questions, a certain word or word combination, language pattern or grammatical construction is practiced through multiple repetition;
- the whole class is a quick interaction between the teacher and the student. Thanks to the pace of speech, close to the pace of native speakers, students gradually begin to think in English. The teacher repeats each question twice, helping his students to answer it. Student responses are long sentences that have the same grammatical construction as the teacher's question, which helps students remember vocabulary and some grammar material;
- the teacher corrects the students' mistakes by repeating them and then forcing the students to pronounce them correctly. This approach to identifying and correcting errors helps improve students' mastery of the English language;
- since shortened forms are typical of the spoken language of native speakers, only shortened forms should be used in classes. Therefore, in order to sound natural, you need to learn to understand abbreviations and use them effectively.

The lesson has a certain structure and lasts 45-60 minutes. There are usually up to 8 people in the group, who have textbooks - a set of questions and answers. It is advisable not to use them during the lesson itself. The teacher quickly asks the group a question - repeats it twice and points to the one who should answer. There is a certain rhythm of the lesson, quite fast, which should not be disturbed. Therefore, the student is not given the opportunity to think. If he is late, the teacher gives a prompt - he begins to say the answer himself, and the student picks it up. Immediately after the answer, the next question sounds. The one who will answer is chosen by the teacher in random order, so everyone should be ready to answer. Due to the unexpectedness and fast rhythm, tension is created in the group, a kind of stressful situation, which, according

to psychologists, contributes to memorization. The teacher actively gestures to help the student understand unfamiliar or unheard words [2, p.21].

During the lesson, students go through about 20 pages of the book. The new lesson begins with about 15 pages back in the book. That is, if pages 1 to 20 have been covered during the lesson, then the next lesson the teacher will start reading questions from the 5th page, by the end of the lesson the group will reach, for example, the 25th, and the next lesson will start from the 10th. In this way, almost everyone in the group will have the opportunity to speak the answers to all the questions. Answers must be complete. So that the questions do not get boring and the students do not get used to the teacher's accent, the teachers change for each lesson, that is, 5 teachers can be assigned to the group, who come to the lessons in turn.

With this approach, the material is constantly repeated, making multiple repetition the key to success. Most language schools that use this method provide a high level of teaching, which guarantees the successful acquisition of a foreign language by students.

Private schools in Britain even give their students a written guarantee: if they do not pass their Cambridge exam after studying the required number of hours, they will be educated for free until they get the desired result. Most schools have a 95% success rate, while traditional schools have a 70% success rate, say those promoting the method. Even if these data are reliable, it should be taken into account that passing the exam does not always mean learning the language [3, p.832].

The Callan Method is a fast and dynamic approach to language teaching and learning that consists of guided conversations with native speakers. The learners actively practice English during the lesson, speaking the entire time. Findings indicate that the Callan Method trainings are greatly effective in improving oral competence especially in vocabulary and slightly significant in improving overall competence of English. Psychological aspects were also examined and very high evaluations of satisfaction and motivation are observed. This method requires four times less preparation than traditional language learning. Normally 350 hours (four academic

years) are required to reach the Intermediate level, but the Callan Method is designed to ensure that this level is achieved in 80 hours (1 academic year).

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COMMENT GANRE DEVELOPMENT IN INTERNET LINGUISTICS

The linguistic research in recent years is interested in studying the Internet discourse and particularly the development of genres. The works of D. Crystal, D. Barton, C. Lee, P. Benson, S. Herring, B. Danet, J. Giltrow, D. Stein, B. Hanna, S. Thorne and others are devoted to this problem.

A number of speech genres that have developed in traditional communication are evolving on the Internet. Among them, the genre of comments deserves special linguistic attention. The quick development of Internet technologies brought to the existence of own website for all media resources such as journals, newspapers, magazines etc. However, one of the essential differences between electronic media and printed ones is their two-directional nature or direct contact between the author and the addressee, which became possible due to the developing of a comment as a genre. J. Giltrow and D. Stein point out that network technologies make it possible to receive in the shortest possible time an almost unlimited number of comments from both experts and ordinary readers, which provide an opportunity to assess the degree of