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GAMIFICATION IN THE CONTEXT OF SPECIAL PURPOSE FOREIGN LANGUAGE TEACHING

Not so long ago, teachers of foreign languages equated successful learning of a language with memorizing texts, focused on studying books. However, many educators are now proponents of exciting interactive activities.

In the 1990s, with the rapid development of the Internet, the possibilities of using computer technology for teaching and learning a foreign language appeared. In classes equipped with Internet technologies, students have access to numerous information. The Internet technologies contribute to the study, comparison, contrasting and development of knowledge of the language and culture being studied. In addition, online communications (discussion forums and chats) open up many places where students can practice using the language they are learning. For example, a well-thought-out electronic forum creates a more relaxed environment especially for those who are shy in ordinary classrooms. In such a relaxed atmosphere, students are more active, which ensures equal participation for all students.

The world of multimedia messaging, which has firmly entered the modern life, can help achieve success in everyday and academic life. Students are attracted and motivated by events that use educational technology. Motivation is provided if relevant and genuine materials (thematic inserts, illustrations, audio and video files) are used to support the training. For example, online multimedia presentations and online simulation programs provide easy-to-use and budget-friendly information that students can research and verify in practice, using their own experience. The use of technology in the classroom helps reduce anxiety, increase activity and provide students with original materials. All this can contribute to a greater volume of language acquisition and increase the level of complexity of its study, as well as improve critical thinking skills in accordance with certain cultural national characteristics.

A world-famous writer in the field of digital games Mark Prensky called today's schoolchildren the digital generation. Most students in schools and universities born in the 1990s have material intellectual perception, in contrast to the students of the past. Today, young people from elementary school to high school own laptops and the Internet connection. The introduction of computer technology in education makes it possible to use computer games in the process of teaching foreign languages, which contributes to a more successful mastery of language and speech material during the foreign language lessons. Many scientists involved in teaching foreign languages drew attention to the effectiveness of using the computer game method. This is due to the fact that in the game the abilities of any person are manifested extremely fully and unexpectedly. In addition, there is an opinion that human culture emerged and is developing as a game. For teachers of a foreign language, one of the biggest problems in teaching a language whether in the classroom or online is keeping motivation. In reality, the motives of students to learn a foreign language are a mixture of their own goals and external rewards, combined with psychological factors such as fear and desire to score points. Providing motivation is one of the traditional functions of a teacher. The reason, computer games are so exciting, is because the main goal of the manufacturers of these games is to keep the user passion. They need to make the player return to the game day after day. This measures the success of computer game developers. Digital games provide students with a unique set of incentives that facilitate learning in various fields. Currently, teachers can create their own adapted templates for digital games specifically for students studying a foreign language.

Thus, training that focuses on digital technologies provides an opportunity to captivate students, increase their motivation for independent language learning, overcome the language

barrier and reduce anxiety, and helps to develop a positive attitude of students to learning a foreign language, characterized by the systematic nature of academic work, satisfaction with studies, and high marks of their future professional activities.

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ESP VOCABULARY: SOURCES FOR TEACHING AND USE IN TEACHING

Every branch of culture, every scientific direction and scientific school has its own specific language of presenting its results, messages and experiments. This specification concerns not only terms that are used but style and structure of interpretation the data. Efficiently, the interpretation of data should be done by the language that can be helpful for future specialists in understanding different specificity and nuance of aspiring branch of science or, simply, to transmit its “spirit”. The language of definite science must be in con for conformity with object and subject of its condition.

We believe that specific – purpose foreign language is not simply particular grammatical patterns but also distinctive lexical items. That is why we need some sort of inventory for teaching purposes and create a learning process from this.

Types of Vocabulary

Structural	are, this, however, only
General	vehicle, weather, equipment, landscape
Sub-technical	radio, machine gun, depth-guage, engine
Technical	aileron, bayonet frog

As teachers we ought to have some ideas of the organization of the mental lexicon: word links, clusters, etc. It is also important to have some ideas of how learners acquire new vocabulary. And, we need to develop learners’ skills in understanding the meaning from the context (which is what we commonly do in our native language, rather than using a dictionary).

Implications for Teaching

Vocabulary is often linked to notions such as definition, exemplification, using text as a means of introduction, the learning of lists. But word meaning tend to have fuzzy edge like “stretchy pullovers”. There are many abstract nouns that may pose problems for learners in writing or speech. In particular, there are difficulties in knowing what words collocate appropriately with nouns in such structures as: adjective + noun; verb + noun; noun + preposition.

So, we need to consider other activities: brainstorming (fields, nets), prediction, intelligent guessing.

What Kinds of Studies are Possible?

Grammar style	if it was vs if it were
Morphology	adverbs and adjectives ending in -ly
Spelling	-is vs -iz
lexis	affect vs influence; repair vs mend
Collocations/ idioms	The use of “foot” (e.g. foot the bill, get a foot in the door)