XXXVIII INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE
«Development of Modern Science: State, Problems and Prospects»

September 11-13, 2024
Brno, Czech Republic

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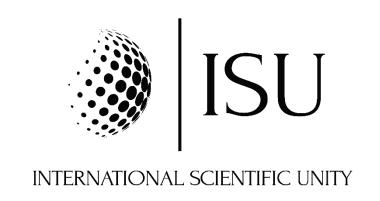
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оформлення результатів самостійної роботи; завершення результатів самостійної роботи самоконтролем і контролем з боку вчителя; поєднання індивідуальної, групової і загальнокласної форм організації навчальної діяльності.

Вищезазначені аспекти, які мають бути органічно вплетеними в урок, доповнюються системою позакласної та позашкільної роботи: виконання учнем позанавчальних завдань; відвідування гуртка, клубу, секції або участь у тематичних масових заходах (вечорах любителів літератури, математики, природи та ін.); огляди-конкурси тощо.

Отже, основним завданням сучасної початкової школи є створення умов для розвитку обдарованості: у навчанні обдарованих дітей мають переважати інтерактивні методи; обдарованим дітям необхідний високий ступінь свободи у виборі видів занять не лише в школі, а й поза нею; якість педагогічних кадрів, тобто професійна підготовка вчителя, має відповідати потребам обдарованої дитини. Учитель, що працює з обдарованими дітьми, має розумітися на особливостях психології обдарованих дітей, відчувати їхні потреби і інтереси, мати високий рівень інтелектуального розвитку, бути ерудованим, прагнути до самовдосконалення.

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ENGLISH LANGUAGE IN THE DIGITAL LITERACY ERA CHALLENGES FOR TEACHING AND LEARNING

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The advent of the digital age has revolutionized various aspects of human life, including how we communicate, learn, and teach. One of the most significant impacts of this revolution is on language, particularly the English language, which has become the dominant medium of global communication in the digital world. However, with the rise of digital literacy, teaching and learning English have encountered new challenges that require innovative approaches. This essay explores the challenges faced by educators and learners in the context of English language instruction in the digital literacy era and discusses potential strategies to address these challenges.

The Changing Landscape of Language Learning

The rapid advancement of technology has changed the way people access and interact with information. Traditional methods of language learning, which often relied on textbooks, classroom instruction, and face-to-face interactions, have been supplemented or even replaced by digital resources. These include online courses, language learning apps, and social media platforms that provide instant access to English-language content from around the world. While these resources offer unprecedented opportunities for language acquisition, they also present challenges that need to be addressed.

One of the main challenges is the sheer volume of content available online. Learners are now exposed to an overwhelming amount of information, much of which is uncurated and of varying quality. This abundance can make it difficult for learners to discern which resources are most effective for their language development. Additionally, the informal nature of much online content, including blogs, social media posts, and videos, often deviates from standard grammar and language conventions. While this can provide valuable insights into real-world language use, it can also lead to confusion and the internalization of incorrect language patterns.

The Evolving Role of Educators

In the digital literacy era, the role of educators in teaching English has evolved significantly. Teachers are no longer just the primary source of knowledge; they are now facilitators who guide students in navigating the vast landscape of digital resources. This shift requires educators to develop new skills in digital literacy themselves, including the ability to critically evaluate online content, integrate technology into the classroom effectively, and help students develop critical thinking skills that are essential for success in a digital world.

One of the challenges educators face is keeping up with the rapid pace of technological change. New tools and platforms are constantly emerging, and it can be difficult for teachers to stay informed about the latest developments and incorporate them into their teaching practices. Moreover, the use of technology in the classroom requires a careful balance. While digital tools can enhance learning by providing interactive and engaging content, they can also be a distraction if not used appropriately. Educators must therefore find ways to integrate technology that supports learning objectives without overwhelming or distracting students.

Digital Literacy and Language Proficiency

Another challenge in the digital literacy era is ensuring that learners not only acquire language proficiency but also develop the digital literacy skills necessary to thrive in a digital environment. Digital literacy involves more than just the ability to use technology; it includes critical thinking, problem-solving, and the ability to communicate effectively in a digital context. For English language learners, this means being able to navigate and interpret digital content, engage in online communication, and use digital tools to enhance their language skills.

For instance, social media platforms and online forums provide opportunities for learners to practice English in real-time, engage in discussions, and receive feedback from native speakers. However, these platforms also require users to be digitally

literate, as they must understand the nuances of online communication, such as tone, context, and cultural differences. Without these skills, learners may struggle to participate effectively in digital spaces, limiting their opportunities for language practice and development.

The Challenge of Standardization

The digital age has also raised questions about the standardization of English language teaching and learning. The global nature of the internet means that English learners are exposed to a variety of dialects, slang, and regional variations of the language. While this exposure can enrich learners' understanding of English, it also complicates the task of teaching standardized English. Educators must decide how to balance the teaching of standard English with the recognition and inclusion of diverse linguistic forms that learners encounter online.

Furthermore, the prevalence of informal and non-standard English in digital communication can blur the lines between correct and incorrect usage. For example, the use of abbreviations, emojis, and casual language in text messages and social media posts often deviates from traditional grammar rules. Educators must find ways to teach students how to navigate these different registers of English, helping them understand when it is appropriate to use formal versus informal language and how to adapt their language use to different contexts.

Strategies for Overcoming Challenges

To address these challenges, educators and learners must adopt a flexible and adaptive approach to English language teaching and learning in the digital literacy era. Some potential strategies include:

1. Incorporating Digital Literacy into the Curriculum: Educators should integrate digital literacy skills into their English language teaching, helping students develop the critical thinking and problem-solving skills necessary to navigate digital content effectively.

2. Emphasizing Critical Evaluation of Online Resources: Teachers should guide students in assessing the quality and reliability of online resources, helping them identify credible sources and avoid misinformation.

3. Balancing Traditional and Digital Learning Methods: While digital tools offer many benefits, it is important to maintain a balance between traditional and digital learning methods. Educators should use technology to complement, rather than replace, traditional language instruction.

4. Fostering Adaptability in Language Use: Educators should teach students how to adapt their language use to different contexts, helping them understand when to use formal versus informal language and how to communicate effectively in both digital and non-digital environments.

5. Promoting Interactive and Collaborative Learning: Digital platforms offer opportunities for interactive and collaborative learning, such as online discussion forums, group projects, and language exchange programs. Educators should encourage students to engage in these activities to enhance their language skills and digital literacy.

Conclusion

The digital literacy era presents both challenges and opportunities for English language teaching and learning. As technology continues to shape the way we

communicate and access information, educators and learners must adapt to these changes by developing new skills and strategies. By incorporating digital literacy into the curriculum, emphasizing critical evaluation of online resources, and fostering adaptability in language use, educators can help students succeed in the digital age and beyond. The goal is not only to teach English but to equip learners with the tools they need to navigate and thrive in an increasingly digital world.

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ВІДТВОРЕННЯ РЕАЛІЙ В УКРАЇНСЬКОМУ АУДІОВІЗУАЛЬНОМУ ПЕРЕКЛАДІ СУЧАСНИХ БРИТАНСЬКИХ ПОЛІТИЧНИХ ТЕКСТІВ РІЗНИХ ВІДЕОЖАНРІВ

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аспірант
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Процес перекладу передбачає міжмовні трансформації, перетворення тексту з однієї мови на текст іншою мовою. Такі трансформації зазвичай обмежуються двома конкретними мовами. Однак процес перекладу не є простою заміною одиниць однієї мови одиницями іншої мови. Процес перекладу, як специфічний