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VISUAL AIDS APPLICABLE TO ENGLISH FOR SPECIFIC PURPOSES COURSES

Zaitseva N. V.

*Senior Teacher at the Department of Foreign Languages,
Dmytro Motomyi Tavria State Agrotechnological University
Melitopol, Zaporizhzhia region, Ukraine*

Suprun O. M.

*Senior Teacher at the Department of Foreign Languages
Dmytro Motomyi Tavria State Agrotechnological University
Melitopol, Zaporizhzhia region, Ukraine*

Symonenko S.V.

*Candidate of Pedagogical Sciences,
Associate Professor at the Department of Foreign Languages
Dmytro Motomyi Tavria State Agrotechnological University
Melitopol, Zaporizhzhia region, Ukraine*

Visual literacy is an important precondition for the graduates' readiness to demonstrate a broad spectrum of competencies in order to become a highly demanded and competitive employee and is as important for specialists-to-be as media literacy. The generation of actual students is digitally native,

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correspondingly, visuals are essential means and an integral part of their everyday communication. Nevertheless, visual aids typically used in education are rarely perceived by undergraduates with due respect and attention unless teachers specifically focus students' attention on the visual aids and point out that visuals are substantive, self-dependent and intrinsic elements of study activities. In foreign language teaching visual aids can and should be used in classroom practices in order to enhance and encourage students' language acquisition. For beginners, visuals like flashcards and inscriptions are accessory material in vocabulary learning. For advanced language learners, ability to give a circumstantial oral and written description of visuals like charts, graphs and diagrams in their professional field is striking illustration of being equipped with both professional and ESP competence.

TKT Glossary of English language teaching explains visual aids as 'a picture, a diagram or anything else learners can look at which can help teachers illustrate form or meaning' [1], the examples of visuals are handouts, pictures and flashcards.

According to some internet resources for English teachers, visual aids can be defined either as a means of prompting when introducing vocabulary to learners (in a form of pictures or photos) or as any purely visual or combined audio-visual teaching material (like gifs, comic books, video spots or a PowerPoint presentation) [2]. We support the concept by B. Goldstein who insists that visual aids should be exploited by English teachers in tasks in which images have a more prominent (than prompting) role and 'in which learners are engaged on a more cognitively challenging level' [3]. In our opinion, namely cognitive activity succeeded by productive speech activity (speaking and writing) is the main benefit from visual aid usage and inevitable precondition for visual literacy enhancing.

We are going to present the experience of the implementation of the authentic vocational visual aids (like graphs, pie charts, timelines) in the ESP course for Sectoral Machine Building students in their third year. In our study, we refer to R. Clark who thoroughly studied and classified instructional visual aids [4]. The six categories introduced by R. Clark are: representational visual aids, mnemonic, organizational, relational, transformational and interpretive visuals. From our experience, we can state that every category mentioned above can be successfully implemented into English for Specific Purposes classroom activities. The purpose of implementing visualization complies with the goals set down in the ESP syllabus [5]. Furthermore, the functional features of every visual aid category and specific themes in English vocabulary and grammar structures are perfectly coherent.

Representational visuals are, for instance, real photographs of buildings, facilities, devices or screenshots of functioning software or applications. They

are widely used by ESP instructors for encouraging descriptive writing, coherent speaking or discussions. Continuous tenses and assumption constructions usage can be successfully trained when students give descriptions of people or objects seen in provided pictures.

Mnemonic visuals are visual references for a learner used to memorize and then to recollect the element sequence, the component order or the relation between A and B. For English teachers mnemonic visuals are, for instance, a good means to introduce the particular adjective order before a noun in a sentence (general opinion, specific opinion, size, shape, age, color, nationality, material). In the ESP course for engineers it is reasonable to present students flashcards prepared in advance with numbers and the designation of their quantity (for example, 10m x 12m – ‘ten metres by twelve metres’, 4² – ‘four squared’, 28% – ‘twenty eight per cent’).

Organizational visuals show the order of the course and the qualitative relationships among the key concepts of the course mentioned above. In engineering, typical organizational visuals are timelines and schemes. In the ESP course, flow charts are very effective in drilling students in grammar (to review narrative times, to revise sequencing words like ‘first’, ‘finally’ and formal organizing phrases like ‘to begin with’, ‘overall’, ‘additionally’).

Relational visuals help learners comprehend quantitative relations. Pie charts and graphs clearly present factual information. To describe statistical infographics, reporting verbs and reporting in passive (‘... has been reported that...’, ‘... is known to...’) should be reviewed. Approximate quantities (‘in most cases’, ‘approximately’, ‘well over half of ...’) are widely used for describing rational visual aids. Adverbs of degree (‘extremely’, ‘slightly’, ‘not particularly’), adverbs of frequency (‘regularly’, ‘almost never’), degrees of comparison, comparative constructions (‘as...as’, ‘half as ...as’), superlatives with modifiers (for example, ‘by far the biggest’, ‘one of the least complicated’) are often difficult for the ESP learners, therefore it is reasonable to use the realia in order to help students’ understanding.

Transformational visuals prove useful to show changes over time. Graphs and tables with data (month, year) and quantity axes or cells, respectively, can be referred to and described by using narrative tenses or perfect tenses. In the ESP course, conjunctions to describe time (‘when’, ‘while’) and contrast (‘whereas’, ‘although’), perfect tenses, assumption and prediction constructions are effectively revised in transformational visual description.

Interpretive visuals (like macrography) help learners to comprehend the principles or concepts. The following themes – verbs followed by infinitive or gerund, modal verbs, expressions of purpose (‘in order to...’. ‘so as not to...’) and general purpose (like ‘(in order) to research’ / ‘for researching’ / ‘for researchers who...’) – should be focused on in the ESP course and revised

before interpretive visuals are introduced by a teacher and described by students.

The coherence of exercising linguistic aspects and producing visual aid description is so impactful that it ensures students' strenuous engagement in the ESP course activities. The foremost purpose of visual aid implementation is to captivate and hold learners' attention. Nevertheless, for the ESP teachers there are six more instructional features that substantiate authentic visual aid introduction to non-linguistic students:

- 1) visuals help students understand and retain meanings and concepts of the learned material;
- 2) they help memorize more durably and afterwards recollect easier the learned material;
- 3) they give prompts for the specific content reconstruction as necessary;
- 4) they allow to extend students' speaking time and reduce teachers' speaking activity correspondingly;
- 5) visuals represent transformed text content in a more comprehensible and comprehensive way;
- 6) visual aids are useful in vocational information analysis and summarizing.

The implementation of prepared visual aids is one of the ways to exploit the potentialities of charts, tables graphs, pictures or diagrams. Mostly, students analyse and present (on oral or in written form) their description of the seen factual or statistic information or their insights into the suggested vocational content.

The second way to develop students' visual literacy within the ESP course is to teach them to transform text information into visuals. This aspect supposes that the students' visual literacy skills level satisfies three requirements: prerequisite skills in analyzing specific graphic content from a professional's perspective; awareness of general principles of visual aid creation and of caption forming; sufficient English vocabulary and command of speech patterns for precise and brief denomination and providing tables, columns, bars, or axes with titles or captions. In that case, the teacher's work on enhancing independent visual aid creation by their students is easier but includes more thorough preparation of the authentic instructional materials (both texts and visuals) for the two-way transformation exercises.

Visual aids are highly efficient and well demanded instructional means within the ESP courses because they provide a link between vocational and linguistic aspects of the discipline, simplify information acquisition and enhance students' speech activity as well as consistent involvement in classroom practices.

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**LEGISLATION ON EDUCATION AS POLITICAL-PEDAGOGICAL
PHENOMENON IN THE PEDAGOGICAL DOCTRINE
OF LORENZO LUZURIAGA**

**ЗАКОНОДАВСТВО ПРО ОСВІТУ
ЯК ПОЛІТИКО-ПЕДАГОГІЧНИЙ ФЕНОМЕН
У ПЕДАГОГІЧНІЙ КОНЦЕПЦІЇ ЛОРЕНСО ЛУЗУРІАГІ**

Zaichenko N. I. Зайченко Н. І.

*Doctor of Pedagogical Sciences,
Associate Professor at the Department of
Social Work and Pedagogical and
Educational Sciences
T. H. Shevchenko National University
"Chernihiv Collegium"
Chernihiv, Ukraine*

*доктор педагогічних наук,
доцент кафедри соціальної роботи
та освітніх і педагогічних наук
Національний університет
«Чернігівський колегіум»
імені Т. Г. Шевченка
м. Чернігів, Україна*

У педагогічній концепції визначного іспанського науковця Лоренсо Лузуриаги (Lorenzo Luzuriaga Medina) (1889–1959) було представлено оригінальні погляди на соціально-педагогічні та політико-педагогічні феномени. Соціальна і політична педагогіка розглядалися ним у континуумній єдності. Найвиразніше за все соціально-педагогічні та політико-педагогічні явища було окреслено дослідником у монографії “Соціальна і політична педагогіка” (Буенос-Айрес, 1954 р.).