

MODERN TRENDS IN TEACHING METHODS OF LANGUAGES

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USING INTERNET MEMES IN TEACHING GRAMMAR

ВИКОРИСТАННЯ ІНТЕРНЕТ-МЕМІВ У НАВЧАННІ ГРАМАТИЦІ

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Learning English grammar has always been a great challenge for Ukrainian students as it differs much from the grammar of the Ukrainian language. Tenses, articles, prepositions, word order – all these frighten English learners and make them feel confused. Studying the rules and doing drilling exercises are regarded as boring and dull activities which contribute to the loss of motivation and desire to learn the language. So, if a teacher wants to make a grammar lesson captivating, effective and memorable, they should not be afraid of experimenting and finding new engaging ways of teaching grammar. In the present research we attempt to analyze the benefits and ways of using internet memes in teaching grammar.

According to Carlos Mauricio Castaño Díaz «an internet meme is a unit of information (idea, concept or belief), which replicates by passing on via Internet (e-mail, chat, forum, social networks, etc.) in the shape of a hyper-link, video, image, or phrase» [1, c. 97]. It is often used in the form of an image or video with some text added. Being bright, memorable, simple and entertaining they serve as a good tool for motivating students to learn the language, creating a positive teaching and learning environment and developing students' creativity [2; 3].

How to use internet memes in a Grammar lesson.

- 1) Introduce new grammar.

Combining grammar rules with funny images and real life examples will help students remember them better. The teacher elicits the rules for the structure by asking students to look at the memes presented.

2) Practise the grammar learnt before.

– The teacher presents memes with missing grammar structures, the students must fill in the gaps explaining the rules used.

– Correcting mistakes is another activity that stimulates learners to think and analyze the sentences. The teacher asks students to look at memes, find and correct incorrect ones.

– The teacher asks students to look at the memes and group them according to the grammar structures they have learnt or to choose the one odd out (tenses, gerund-infinitives; a-the articles, comparatives-superlatives, etc.)

– The teacher asks students to match a picture and a text to make a meme. The students should explain their choice from the viewpoint of the grammar material they are learning.

– The students are asked to write the second part of the meme using the active grammar structure.

3) Create own memes.

Creating memes is a fun task that students can do at the production stage of learning the grammar material. There are a lot of meme making resources on the Internet that can be used online or downloaded on the smartphone e.g. Imgur, Mr-mem, Meme Generator.

When selecting memes for the lesson it is important to take into consideration the following criteria:

– Students' age (some memes are not appropriate for teaching young learners)

– Level of the language (many memes have difficult words, slang vocabulary or advanced grammar)

– Content (be careful not to choose memes with religious, political or abusive content)

– Relevance (the material should correspond to the topic of the lesson)

– Quality (the images should be of high quality for everybody to see it; the text should be written in a clear font; it shouldn't be too bright or light).

In conclusion it would appear that internet memes are an effective way to show students that learning grammar can be inspiring and fun.

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FORMATION OF ENGLISH COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS OF FOREIGN LANGUAGES

ФОРМУВАННЯ АНГЛОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ ВЧИТЕЛІВ ІНОЗЕМНИХ МОВ

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Проблема формування комунікативної компетентності майбутніх вчителів іноземних мов постає методологічно різноаспектно й, водночас, потребує обґрунтування узгодженого з предметом дослідження.

Науковими розвідками щодо комунікативної компетенції займалися провідні вчені: Г. Балл, Н. Борисова, І. Зязюн, С. Клепко, М. Міщенко,