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INTEGRATING TECHNOLOGY INTO MODERN METHODS OF TEACHING FOREIGN LANGUAGES

ІНТЕГРАЦІЯ ТЕХНОЛОГІЙ У СУЧАСНУ МЕТОДИКУ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

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The integration of technology in modern teaching methods of teaching foreign languages is an area that has posed challenges but also offers excellent prospects. This is because although technology has the potential to enhance teaching and learning experiences, there are challenges, such as the need for teachers to be trained on how to use technology effectively. Nonetheless, the prospects of integrating technology into teaching methods of foreign languages include making learning more interactive, increasing access to educational resources, and preparing students for the digital world.

Information and Communication Technologies (ICTs) have transformed how learning takes place. One of the hallmark features of ICTs is their

remarkable ability to transcend the barriers of time and space. This means learners can access learning materials and participate in educational activities without being confined to a specific location or timeframe. ICTs make possible asynchronous learning, which occurs when there is a time lag between the delivery of instruction and its reception by learners. This learning mode is exemplified by online course materials available 24/7 [3, p. 116]. Additionally, ICT-based educational delivery mechanisms, such as educational programming broadcast over radio or television, enable learners to access educational content irrespective of their physical location.

It is crucial to remember that people have varying abilities to understand and process information when learning new languages. Therefore, it is important to allocate sufficient time for students to study at their own pace, allowing them to learn comfortably. Accessing the course material anytime through videos or audio files can significantly enhance a student's learning experience by eliminating pressure.

Furthermore, specific ICTs, such as teleconferencing technologies, facilitate synchronous learning, in which instruction is received simultaneously by multiple geographically dispersed learners. This learning mode provides a sense of real-time interaction and collaboration among learners, which can enhance the learning experience. Students can hone their communication skills and broaden their horizons through cross-cultural collaborations. So, using ICTs has opened up new educational horizons and made learning more accessible, flexible, and convenient for learners.

Moreover, with the help of such technology, individuals can converse with people from different countries without leaving their home country. This allows them to enhance their communication skills and overcome language barriers that may hinder them from speaking a foreign language fluently.

When considering information technology in education, it is essential to evaluate student engagement. This involves assessing students' interest in the materials and activities and how much they actively participate in the learning process. To achieve high levels of student engagement, it is essential to incorporate interactive classes and ensure that students are actively involved in problem-solving, dialogue, and other forms of interaction [1, p. 112]. Numerous interactive language learning resources can make learning fun and informative. These resources help keep the learners' attention and engage them fully, enhancing their learning experience. Group work is also an effective way to increase interest, develop cooperation skills, and encourage socialization.

Information technology can personalize learning and create an individual approach for each student, considering their learning needs and levels. Additionally, incorporating game elements, competitions, rewards, and certificates for active work and achievements can stimulate and motivate

students. Involving students through information technology can activate their creativity and independence, leading to greater engagement and overall success in their education.

We must also pay attention to virtual and augmented reality. These technologies present an array of possibilities for practical implementation in the educational process, opening up new opportunities to enhance the learning experience.

Virtual reality (VR) is a computer-generated imitation of the real world. It immerses users into a different setting where they can interact with objects and environments as if they were in the real world. Users wear a unique set of VR devices, such as helmets or separate glasses, which enable them to achieve this level of immersion [2, p. 3]. Utilizing virtual reality (VR) in language learning can be an extraordinarily successful and captivating learning method. Learners can explore virtual places where the language they are learning is native. For instance, they can visit virtual museums, landmarks, and cities and communicate with locals to enhance their speaking and comprehension skills. VR can also be used to create interactive exercises and games that boost language learning, like a game where students have to identify and name objects or an exercise where they have to listen and repeat phrases. It can simulate real-life situations like travelling to another country or communicating with native speakers. Learners can be exposed to various situations and learn how to respond and communicate in the language they are learning.

Augmented Reality (AR) supplements the real world with additional information displayed on smartphones, tablets, or unique AR glasses screens [2, p. 4]. Augmented reality (AR) is also an intriguing and efficient tool for language learning. For example, interactive cards or books can be used to demonstrate pronunciation, translation, or other materials that can help learn a language through an AR app. Additionally, interactive exercises and games can be developed using AR, where learners can interact with virtual objects and receive answers in the language they are learning.

Both VR and AR technologies can be used in the learning process to immerse students in the learning material and help them acquire new knowledge and skills innovatively. They expand the possibilities of traditional learning, making it more effective, engaging, and accessible. The possibilities of these technologies are yet to be fully realized, and their continued exploration is crucial in ushering in the future of education.

The progression of education is a perpetual process that mandates the continuous adaptation to contemporary realities. The successful transition to digital teaching methods necessitates technical proficiency and the adequate preparation of educators and learners for the challenges that come with it. Moreover, the latest technological advancements present substantial

opportunities for global communication and facilitate access to quality education worldwide.

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BACHELOR'S DEGREE PROGRAMMES IN TRANSLATION STUDIES: THE EXPERIENCE OF GERMANY AND UKRAINE

ФОРМУВАННЯ БАКАЛАВРСЬКИХ ПРОГРАМ ДЛЯ ПІДГОТОВКИ ПЕРЕКЛАДАЧІВ: ДОСВІД НІМЕЧЧИНИ ТА УКРАЇНИ

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Сучасні глобалізаційні й інтеграційні процеси зумовлюють необхідність реформування освітніх програм у вищій школі, їх адаптацію до світових стандартів. Для освітніх програм з іноземних мов і з перекладу така адаптація важлива також з огляду на активну співпрацю із закордонними, зокрема європейськими, університетами, регулярний обмін студентами. Від початку роботи з реформування програм і до сьогодні точаться дискусії про те, як потрібно структурувати програму, зокрема блок вибіркових дисциплін; які