

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**ДЗ «Південноукраїнський національний педагогічний університет імені**  
**К. Д. Ушинського»**  
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**Актуальні проблеми сучасної філології та методики викладання**  
**іноземних мов**

**Збірник наукових праць**



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Збірник містить тексти доповідей IV Міжнародної конференції з питань сучасної філології та методики викладання іноземних мов, що відбулась 20-21 квітня 2023 р. на кафедрі західних і східних мов та методики їх навчання ДЗ «Південноукраїнський національний педагогічний університет імені К. Д. Ушинського»

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# LINGUISTIC DIFFICULTIES AND THE WAYS TO OVERCOME THEM IN THE PROCESS OF THE SECOND FOREIGN LANGUAGE LEARNING IN THE CONDITIONS OF WAR

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The problem of identifying and overcoming linguistic difficulties occupies one of the prominent places in the process of learning any foreign language. However, it gained special importance during the war, when the forced emigration of the population had begun. Acquisition of knowledge of a new language occurs in the short term in the language environment. The focus of attention is on the: a) mastering spoken language; b) understanding listening. The attention should be paid to the trinity of concepts: «language», «speech» and «speech activity». The first is considered as a system of signs. The second is considered as their individual using in the process of forming and formulating opinion. The third is considered as a process of receiving and transmitting information, mediated by the language system and determined by the communication situation [1].

This article is aimed at identification of ways to overcome phonetic, grammatical, lexical difficulties in spoken language.

Phonetic difficulties. They include: unknown pronunciation of the words, reduction of the sounds, discrepancy between graphic and acoustic forms of words, length / shortness of sound, open /close syllable, the presence in a foreign language the phonemes which are not exist in the native language.

For example, the English sound [w] in some languages (German, Italian, and Polish) is transmitted by sound [v]. The same sound in other languages (French, Spanish, and Portuguese) has the pronunciation [w].

Overcoming the phonetics difficulties can be successfully solved due to: a) the existence of the language environment; b) the opportunities to use the knowledge of another foreign language.

The regular interaction with native speakers helps to overcome difficulties. The role of the teacher at this stage is: a) to present a single phonetic item; b) to form the skills of their use. This process must be conscious. Each phonetic phenomenon must be explained and compared with the similar one in the first foreign language. YouTube channels, social networks and mass media can serve as aids that allow you to get acquainted with the various articulatory and intonational speech patterns.

*Grammatical difficulties* include: unfamiliar grammatical phenomena, large number of clauses, substantiation, word –order, grammatical homonyms. For example, the different parts of speech can complicate the speech due to same form: sole (adj.) – soul (n.) – English; der See (lake) – die See (sea) – German; parley (infinitive) – (je) parlay (past tense) – French.

To overcome these difficulties, it is necessary to: a) enter each grammatical item (GI) separately and tell about it using rules as instructions; b) form the skills of using GI together with the previous material; c) develop the ability to use GI in speaking, listening, reading and writing.

*Lexical difficulties* are represented by unfamiliar words, homophones, paronyms, homonyms, phraseological expressions, polysemy, non –equivalent words etc.

Knowledge of one foreign language helps to learn any new words of another one. For example, there are many familiar words in the languages: garten (German) – garden (English); familie (German) – family (English). However, sometimes the same words may have quite another meaning: «gift» in English means «poison» in German. Therefore, to overcome lexical difficulties it is necessary to enter each new word/word combination/phraseological expression as a single item.

Meanwhile, the difficulty is that the focus of attention lies on the words not on the general context. To prevent this, it is necessary to: a) develop skills of using single lexeme; b) develop the ability to use them in connected speech. The aim is to understand information in spite of new words. It is possible due to its selection, filtration, and reflection; c) develop the forecasting skills. The aim is: understand the new material bases on what is already known.

This algorithm helps to use lexeme consciously, even if there are a lot of new words in the lesson.

*Compositionally – semantic difficulties.* The semantic structure of the text effects on listening. According to research, stories are the easiest for understanding. Descriptive and argumentative texts are more difficult. Therefore, the sentences in the text must have different lengths and informative saturation.

Nowadays, when the process of studying takes place in an intensive format, reading is not very important. It comes down to understanding: a) household information (names of housing, dishes, labor processes, etc.; b) service industry (utility, financial, legal services).

*Stylistic difficulties.* Style is considered as a socially conscious and internally united set of techniques of use, selection and combinations of the means of language communication, which is necessary for the realization of the speaker's speech goals. Functional style is divided into: scientific, journalistic, fiction, official – business style, colloquial styl.

Results of scientific researchers are showed that fiction is the most difficult for perception. The amount of data that listeners can reproduce after listening is 52 %; after listening scientific and journalistic texts is 74%. The texts of colloquial style are easier to understand. The percent of their reproduction is 84% .

This gives us information that for overcoming difficulties the sequence of text – presentation must be: the texts of colloquial style – journalistic – scientific – fiction. In our opinion, in the conditions of war, we should consider the modern requirements. So, up-to-date texts must be related to the spheres of health, jurisprudence, finance, studying, and service industry.

The suggested ways of overcoming linguistic difficulties, on the one hand, have theoretical and methodical basis, on the other hand, they are supported by the practice of learning and teaching a foreign language as a second one in the conditions of Russian aggression against Ukraine.

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## **THE USE OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE LEARNING**

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Artificial intelligence (AI) is insistently penetrating our daily lives. AI is already an integral part of the E-Commerce, marketing, FinTech, manufacturing, and automotive industries. It's high time to start implementing AI into foreign language learning and education as well. For many years, we've tried to modernize the learning process with AI language learning. There is a trend towards globalization in the world and the use of the English language as the language of international communication. As a result, there is the need of specialists in modern society who have a conceptual and categorical framework and terminology in accordance with professional activity. Thus, it can be assumed that the development of education, in particular the study of foreign languages, will become faster and more efficient with the usage of mobile and other modern technologies, in particular the technologies of artificial intelligence.

Artificial intelligence is the simulation of human intelligence processes by machines, especially computer systems. Specific applications of AI include expert systems, natural language processing, speech recognition and machine vision. [1]

Numerous studies confirm that the usage of AI makes it easy and convenient to learn a foreign language online thanks to foreign educational sites and applications such as Duolingo, Kahoot, Babble, Taboo.AI, Knowable. They are able to attract and calculate the time needed to master a foreign language. They are programmed in such a way that you can get real results, make learning enjoyable and increase the level of knowledge.

Let's have a look at some free AI tools that can be used in the classroom while studying English. At first we'll speak about apps which can be helpful at improving pronunciation. In this case we can use Google Assistant. Students can ask the assistant simple questions such as "What's the weather like in ...?", "How can we get to ...?" Students can take turns asking the virtual assistant questions following a question or model set by the teacher. Encourage them to take notes and at the end of the task, ask them to share their findings with the classmates [2].