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ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА**

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Конференция посвящена обсуждению современных представлений об изучении и преподавании иностранного языка, о развитии коммуникативных компетенций в условиях меняющейся технологической среды, а также рассмотрению когнитивных механизмов, задействованных при обучении. В программу конференции были включены специализированные мастер-классы, которые демонстрировали инновационные технологии в преподавании английского языка и рассказывали о новинках издательского дела в области освоения иностранного языка. Публикуемые материалы представляют собой статьи пленарных лекций и устных докладов, а также выступлений на мастер-классах.

Для специалистов в области языкознания, педагогики и когнитивных наук.

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ONLINE FLIPPED CLASSROOM: CHALLENGES FOR EDUCATORS AND LEARNERS

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Established during the 2020-year lockdown, the great shift to online education has exceedingly affected the whole teaching process, including material provision and delivery. During the research, such factors as online instructional practices and students' motivation have been studied based on the online courses provided by the educators from the Department of Modern Languages and Communication National University of Science and Technology 'MISiS'. The study demonstrates that the teachers' knowledge about how to teach ESL has resulted in the adjustments of typical expectations and procedures, which included an online flipped class. Such method of instruction has been adopted as practice of the material delivery on LMS Canvas for the self-preparation of students studying linguistics. However, the study reveals that observed new ways of material delivery correlate little with students' motivation in spite of their "edutaining" character. The explanation provided by the students is that they are pressed for time in their schedule and choose the assignments that earn them point-rating system grades. Given the circumstances, neither students nor teachers benefit from flipped classroom methodology, which results in the quality of learning outcomes.

Keywords: online flipped classroom, engagement, motivation, learning outcomes.

Introduction. Results of dramatic changes in online education in higher educational institutions provoked by the latest COVID-19 pandemic restrictions have required close and profound examination. In this context teachers started combining synchronous and asynchronous online learning activities alongside with online classroom management, assessment, trying to increase the motivation of their students through accessible online technologies. Stöhr states that "one promising pedagogical approach for combining asynchronous and synchronous online learning is the online flipped classroom model" [Stöhr et al., 2020]. Inspired by the traditional flipped classroom approach, students are encouraged to watch video lectures (often augmented with quizzes) at home as preparation for joint meetings [Bergmann & Sams, 2012; Tucker, 2012]. However, unlike the original flipped classroom model, students and teachers will not meet physically, but online. The time spent together is dedicated to active and collaborative learning (rather than lecturing). As can be seen from this description, teachers' instructional practice during the online flipped classroom will be different from that one in the traditional paradigm. To what extent can the form of the delivery of the material affect the students' outcomes? The aim of the present study is to evaluate the level of students' motivation regarding online flipped classroom through the analysis of data obtained in NUST 'MISiS' LMS Canvas for Linguistics department, to assess the efficacy of this methodology in the given context and to provide some adjustment ideas.

Teaching context. Even though a flipped classroom model has had a long tradition and has got detailed description in pedagogical science, there is no full agreement about the level of students' outcomes. Flipped classroom methodology "has been around for over a decade" [Johnson, 2013]. Its history, benefits, and drawbacks are scrupulously analyzed and thoroughly described by Brenda Logan [Logan, 2015]. While announcing the "resurgence" of flipped classrooms as a teaching methodology, the author warns against it in particular contexts.

Admittedly, the flipped classroom model has tremendous educational potential because it encourages students to utilize digital content to explore knowledge beyond textbooks, and gives rise to student-centered teaching, enabling students to learn at their own time and pace. Also, online tutorials and lectures supply basic and essential knowledge and allow students to review the topics again and again as many times as possible [EduSys, 2020].

However, the disadvantages of this method are unavoidable. Among these are the following: the technology required (computers, smart gadgets, the internet, etc.) are not accessible to many individuals; flipped classrooms that utilize videos to deliver instruction sometimes suffer technical challenges/ difficulties; the time spent by students on computer screens increases; the additional time spent by students at home preparing for topics is highly debated [EduSys, 2020].

Another important observation is that the efficiency of flipped classroom-based courses is questionable. For example, data from research done by Stöhr "revealed a significantly larger spread in performance for the online flipped classroom in comparison to the campus-based format,

suggesting that the online flipped classroom leads to a larger polarization in performance. This indicates that some students tended to perform better in the online format, while others were struggling even more" [Stöhr et al., 2020]. These findings are significant since any instructional approach should ideally bolster all students' learning, and online teachers would therefore do well to provide (even more) scaffolding [Chen et al., 2014; Kranzow, 2013]. Although Brenda Logan mentions a noticeable improvement in students' performance in colleges experimenting with flipped classrooms, her article concludes that this methodology "is not for every class or every teacher" [Logan, 2015]. Undoubtedly, "educators must prepare motivating, in-class activities so students can use content information in real-life situations and will not waste class time" [Spencer et al., 2011]. Yet, one of the criticisms mentioned by Brenda Logan is the learners' resistance in accepting this method. As a result, they "may attend lessons ill-prepared" [Logan, 2015], and the class time eventually gets wasted. The same observation has been made during this research.

Methodology. To investigate the students' motivation and outcomes during the period of online classes, data of completed assignments of 172 second-year students doing their first degree in Linguistics at NUST MISiS were collected from NUST 'MISiS' LMS Canvas. Continuous sampling method with further quantitative analysis (5 asynchronous assignments (Forum) and 5 synchronous assignments (Mock speaking) was applied. The subject chosen was English Language Practice, B2+. The materials we base our study on involved five online asynchronous assignments given to students throughout a semester, September-December, 2020. In each assignment, the students were to watch a short

video (mostly, TED-talks) and then discuss it on a forum. The assignments were time-bound and were rewarded with grades.

Findings. The data analysis showed that 61.3 % of all assignments were submitted before due time, 3.2 % after the deadline, and 35.5 % were never submitted. Compared to synchronous assignments statistics, for instance, the proportion of students who never gained points for Mock Speaking tests throughout the same semester was 21 %. When interviewed about the reason for this neglect, the majority of students explained it by lack of time during extra-curricular hours and unproportionally low grades available for this assignment. Interestingly, they tended to eagerly watch the same videos/read articles in class, during academic hours, and then immediately discussed them vividly with their peers and teacher. More agile learners could still support those who struggled; every student could address a teacher if anything had to be clarified. During these synchronous meetings, the students were not rewarded by grades, but the positive collaborative atmosphere at such lessons unfailingly contributed to better learning outcomes.

Conclusion. Flipped classroom methodology should be applied with caution in the context of asynchronous online learning at NUST 'MISiS'. The key reason for this is that while teachers invest considerable amounts of their resources into material preparation for such classes, students hardly appreciate it and often do not even approach preliminary tasks. In this case, not only should a teacher have "lesson-plan B", but also "plan C and D". Bearing in mind that teachers are expected to select materials for students' prior preparation, or even create ones by themselves, flipped classrooms can entail vast amounts of time wasted by teachers. The

efficacy of such types of classrooms is, therefore, quite doubtful. One possible solution could be to allocate higher grades for in-class activities that are based on students' prior self-preparation. Otherwise, there is no point in urging students to watch pre-prepared videos or read articles selected by teachers outside the classroom: as clips/articles are expected to be quite short and entertaining, they can be easily processed in class. Further analysis and discussion will immediately follow the perceptive activity, and all students' participation will be ensured.

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INTEGRATION OF THE DIGITAL STORYTELLING INTO THE ELT CLASSROOM

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The research centers around the digital storytelling and the ways of its integration into the ELT classroom. The endeavor the authors have undertaken is to integrate the technique into the teaching process in order to develop learners' narrative competence as well as to improve their motivation, integrated language skills and self-learning environment. The aim of the research is to explore the linguadidactic potential of digital storytelling by designing an algorithm of its creation. Digital storytelling is regarded as one of the most efficient ways to develop the narrative competence by inspiring the students to create stories and use multimedia to bring narratives to life. The authors offer their own way of adapting the technique of storytelling in the media-oriented classroom to face the challenge of developing narrative competence. According to the suggested approach, whatever type of story learners may come up with, reflecting on a personal opinion, retelling a historical event, or sharing with the audience new and personally meaningful information, there are certain templates they should follow. Irrespective of learners' storytelling skills or narrative techniques, the story line should preferably be laid out in the chronological order. The authors highlight both the quantitative and qualitative demands for creating digital stories, share the technical issues that must be considered to successfully cope with the task of creating a

media digital production. Special focus is made on the evaluation of the research results in terms of the learners' progress in understanding, interpreting, creating and communicating narratives.

Keywords: algorithm of digital storytelling; linguadidactic potential; media-oriented classroom; narrative techniques.

The research challenges the view on teaching and learning English as a relatively ingenious process that can be reduced to the direct teaching of linguistic skills like grammar, vocabulary, phonology, and syntax. Communicative language teaching involves developing language proficiency through interaction placed in meaningful contexts, advancing all areas a foreign language communicative competence comprises. The authors of the research focus on developing one of its components, namely, the narrative competence. They offer their own way of enhancing this competence through digital storytelling in the ELT classroom.

Investigation of the variety of numerous definitions of narrative competence led us to the definition given by E.S. Mihailova. According to it, narrative competence implies the following aspects: 1) the ability to tell about events in their chronological order, in compliance with the logical structure of narration; 2) the ability to point out specific circumstances under which the described events take place; 3) the ability to estimate the importance of these events and their consequences [Mihailova, 2015: 5].

Narrative competence is closely connected with the concept of narrative. In the focus of our study there is an oral narrative about events or accidents that happened to the storyteller or someone from his

surroundings, which is targeted on the particular kind of audience [Obdalova & Levashkina, 2019: 333-343]. That is, a narrative can be characterized as the basis for any digital story creation. Furthermore, digital storytelling is a kind of narration on a specific topic or issue, arranged in the chronological order with the help of modern digital technologies. Its main aim is to share new and personally meaningful information with the world community [Gorohova, 2016: 40].

We also revealed the significant lingua-didactic potential of digital storytelling. First of all, creation of personal stories encourages the students' research activity. Diversity of the possible topics contributes to the students' active vocabulary expansion. What is more, the need to include some non-equivalent lexical units, set expressions and idioms make students memorize and use them in the right context [Kolyadko & Martynenko, 2019: 107]. Besides, creation and presentation of a digital story enables the student to learn the new and effective approaches on how to understand, systemize and structure the prearranged materials in a more efficient way [Robin, 2006]. Thus, as the practical experience of the authors validates, students' learning process becomes more active as long as they are to check their narratives several times, editing and recording the language material for their stories. The authors of this study have created a specific approach that can be presented in terms of methodological support to prepare students for their own digital stories' creation. The suggested technology includes three stages.

Stage 1. Aim of the task: development of students' narrative competence by writing a narrative. A teacher can give students a task to write a narrative (350-400 words) on the topic or problem they have

discussed. A narrative should last no less than 4-5 minutes. Relevant clichés, opening words and phrases are to help students make their narration well-structured and clear.

Stage 2. Aim of the task: commenting on the digital story (wiring for sound). This stage is designed to develop students' foreign narrative competence. In this study the term "a comment" means that students provide an oral comment to the visual content of the digital story (sound off, vision on). The use of new lexical and grammar structures, set expressions and idioms, that were introduced in the digital story for the first time, should be encouraged and highly appreciated by the teacher.

There are several ways how one can give a comment (wire the story for sound): 1) commenting on a specific fragment of the story. In this case students are given a 3-minute fragment to comment on; 2) commenting on a random fragment. This way seems to be more complicated as students should be wide awake any moment not to be caught off guard when asked to continue with comment in accordance with the logic of the narration and visual content. Mentioning of accurate dates, statistics, personal, geographical names, and any other meaningful details is especially important.

Stage 3. Aim of the task: creation of a digital story. It should be noticed that it is expedient to create one's own digital story after finishing a particular topic. The authors of the article have worked out the algorithm that will help students to create their own stories:

Step 1. Identification of the topic of the digital story. Setting a goal and objectives. Step 2. Topic information gathering. Step 3. Reflection on the plot and structure of the story. Writing a scenario. Step 4. Interactive

material gathering. Step 5. Storyboarding. Step 6. Digital story editing & debugging.

Trial teaching has been conducted in the group of 2nd-grade students of the History department in Dostoevsky Omsk State University. Students were asked to work individually and make a digital story on the topic “The story of success”. In order to get the reliable results of the trial teaching as well as to evaluate the effectiveness of the methodological support we have worked out, the following criteria for the digital story assessment have been distinguished:

- compliance of the digital story content with its topic and stated communication task (0-1 points) – criterion 1;
- compliance of the narration with the story's visual content (0-2 points) – criterion 2;
- clear structure (0-2 points) – criterion 3;
- logical sequence of the events; the casual link and temporary connection between the episodes; adherence to the chronological order of the events (0-2 points) – criterion 4;
- cohesion of the narration; expression of one's own integral view of the problem raised in the digital story (0-1 points) – criterion 5.

The results of the trial teaching are presented in the table (see table 1).

Consequently, the maximum excess of the results on the control stage was revealed for the criteria 2 and 3. It confirms the idea that digital storytelling integration in the ELT classroom has a positive influence on the students' narrative competence development. Moreover, the results on the criterion 4 have drastically improved. After the trial teaching 9 out 13 students got the maximum points for the five main criteria given above.

Table 1 – Comparative analyses of the diagnostic and control stages

Criterion	**Diagnostic stage (number of students – number of points)**	**Control stage (number of students – number of points)**
1	13 – 0.5	13 – 0.5
2	8 – 2 5 – 1	10 – 2 3 – 1
3	5 – 2 4 – 1 4 – 0	8 – 2 5 – 1
4	4 – 2 7 – 1 2 – 0	8 – 2 5 – 1
5	6 – 1 7 – 0	9 – 1 4 – 0

To sum up, the explored lingua-didactic potential of the digital storytelling offers a wide range of opportunities for students' narrative competence development in the ELT classroom. Digital storytelling technique contributes to the formation and further development of integrated language skills, logical thinking, and convincing argumentation skills that are of great value while real social interactions in a foreign language.

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ACHROMATIC COLOURS IN THE IMAGE OF THE CITY IN RUSSIAN AND ENGLISH-LANGUAGE IMAGINATIVE PROSE

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This study is devoted to the consideration of the image of the city in Russian and English-speaking imaginative prose from the perspective of the phenomenon of colour. Achromatic colours are in the focus of our analysis; attention is paid to the social component of the semantics of the coloronyms used to create the image of the city, including the semantics of its positive and negative evaluation, as well as the symbolism of colour in the linguocultures concerned.

Keywords: image of the city, complex concept, semantics, coloronym, symbolism of colour.

The image of the city is widely represented in modern literature and art; many works are devoted to the study and description of cities, both purely linguistic and at the interface of other branches of science. From the perspective of cognitive linguistics, the city is a complex concept, which is a verbally expressed meaningful unit of consciousness based on a corresponding object/image, enriched with cultural meanings and individual associations and changes along with the development of language and culture [Barabushka, 2013: 70].

Analysis of the representation of the same concept in different languages makes it possible to identify the national specificity of language systems, which manifests itself in different ways of verbalizing the same

concept, in the degree of detail or generalization of its representation, in the number and set of lexemes / phrase combinations nominating the concept and the level of abstraction, in which the concept is presented in a particular language [Popova & Sternin, 2001: 48].

For each concept in the concept sphere of native speakers there is a very specific representative: a prototype image, based on the most important features of which a person performs classification activity, which ultimately leads to the categorization of knowledge [Popova & Sternin, 2001: 9-10]. The development of the semantic space of a complex concept occurs by "inclusion" of new components on the basis of interaction with other concepts, i.e. we can look at a concept through the prism of another concept, thus complementing the semantic space of one of them or both.

The theoretical basis of the study was the provisions developed in the works of Russian and foreign scientists on the linguistics of the text, cognitive and cultural linguistics and linguistic semantics (N.F. Alefirenko, A.P. Babushkin, R.M. Frumkina, M. Heidegger, V.I. Karasik, E.S. Kubryakova, K. Lynch, Z.D. Popova, Y.S. Stepanov, I.A. Sternin, A. Vezhbitska, S.G. Vorkachev, A.A. Zalevskaya and others).

Due to the complexity of the object of research, it was decided to pay attention to the peculiarities of perception of the image of the city from the color point of view. Examples taken from The British National Corpus, Corpus of Contemporary American English and The Russian National Corpus constituted the subject for the study. The search was carried out on the basis of the texts related to imaginative prose of the second half of the 20th – the beginning of the 21st century.

The concept “City” is investigated in this work by the method of interpretive semantic-cognitive analysis, the purpose of which is to identify the features of the concept under study through the analysis of the semantics of the linguistic units representing the concept. The work also uses the methods of contextual analysis and comparative analysis.

Physical perception and subsequent theoretical understanding of the color space forms color concepts in humans. A color concept is a color image (or a set of color images) that reflects people's ideas about the world around them in the variety of its colors and colors, including universal and / or individual symbolic meanings and associations that are formed in people of different cultures under the influence of color [Okhritskaya, 2012: 8]. This study analyzed the attributive constructions and descriptive fragments with the lexemes “город”, “city” and “town”, as well as the corresponding cognitive metaphors containing achromatic coloronyms (those denoting colors in which there is no specific shade of the spectrum, namely: white, gray and black).

White color in a city is usually the color of the stones from which the city is built. It is used to describe the walls / facades of various buildings, the stones on the embankment of a seaside city:

Бросался под колеса весь весенний город: асфальт цвета собачьего носа, грязный снег обочин, ***белые бумажные пакеты домов****, синий сияющий ливень небес...* (*О. Сульчинская. От мира до кругозора, 2003).*

“White” can also be interpreted as “light”, i.e. white is also characterized by the metaphoric transfer “having color – having light”; at the same time the color denoting adjective becomes a light denoting

adjective and is used to describe the city lights (*Совсем близко текла черная река, <...>. На ее черной поверхности играли* ***огни большого города, холодные, белые*** *(Е. Хаецкая. Синие стрекозы Вавилона / Человек по имени Беда, 2004))*.

The city often turns white after a snowfall, hence here we have another contextually realizable meaning of the lexeme "белый" – "заснеженный, занесенный/покрытый снегом":

Город *был совершенно пуст и как бы прозрачен—от кирпично-розовых развалин,* ***от белого снега*** *(А. Жигулин. Черные камни, 1988).*

White color appears as a result of the reflection of all light waves, it represents a kind of neutralization of all colors, thus, the meaning includes this "colorless" seme and evokes associations with purity. The evaluation metaphor is formed on the basis of positive associations with "white" as something pure, untouched and innocent (*"обелить – очистить от грязи или скверны"*).

В гестапо, как на военном заводе, работали круглосуточно — в три смены… ***В городе было чинно, тихо, и влажный снег, лениво падавший с серого неба, не мог обелить его улиц*** *(В. Кожевников. Щит и меч. Книга первая, 1968).*

Black is the darkest color among the existing ones, the result of the absorption of all color waves. This means the lack of not only color, but also light. Perhaps that is why the main seme that is actualized in the image of a city in Russian prose is "темный, ночной, без света". (Note that the meaning of "черный = грязный" was not found in the descriptions of the city in the prose of the period under review.)

Мы стояли с Антоном на крыше возле металлической, из тонких прутьев оградки и смотрели на ***чёрный ночной город*** *(Ю. Трифонов. Дом на набережной, 1976).*

Alongside with “белый”, “серый” when describing a city is used to show the color of buildings and structures:

А мне нравилось: гаражи, гаражи, просторы, <...>, не город и не пригород, ***серые фасады, будто щербатым пеплом посыпанные*** *(Д. Симонова. Половецкие пляски, 2002).*

Turning to the semantics of the word “серый”, we note that in the Russian language this lexeme is associated with the idea of “hard to see”, which is the basis of its negative connotations, in particular, being impersonal and inexpressive. “Gray” in the image of the city is mostly associated with dust, a kind of gray patina on reality, which drives you into depression.

Город был повсюду, и он был серый и одинаковый*; <...>. (Е. Радов. Змеесос, 2003).*

Achromatic colors in the English-language prose of the period under study are represented by the lexemes “white”, “black” and “gray / grey”, respectively. The analysis showed that most of the meanings realized by the lexeme “white” in the image of the city coincide with those that have been picked out for the lexeme “белый”, such as:

The color of buildings/structures:

By now, the staid town streets with their ***white, neatly spaced houses*** *had given way to cotton fields and billboards; <...> (G. Johnson. Under the Moon, 2009).*

The color of city lights:

By then it was night. Every so often ***the white glow of city lights*** *made its way through the trees and past the hillside and illuminated a section of the zoo (F. Falco. The Adventures of Mrs. Ema, 2009).*

Snowy, covered with snow:

Snow is unusual for Baltimore. ***The streets remain buried under white blankets****, <...>. The* ***city turns silent and white*** *(A. Lightman. The number, 1994).*

Pure, innocent:

...snow is falling in Gotham. Beneath its ***pristine white blanket, the city looks*** *uncharacteristically* ***serene*** *– almost inviting (S. Hamm. Batman 2 Screenplay, 1992).*

The use of the lexeme "white" as part of the synesthetic metaphor "white noise of the city" turned out to be linguospecific for this culture:

It was so quiet I could hear myself breathing. It made me think of how the ***white noise of city life*** *puts a barrier between your mind and your body (M. May. Black rock unplugged, 2008).*

The lexemes "white" and "black" include the general seme "having a certain skin color", which is socially marked as it is connected to the problem of racial discrimination:

Our neighborhood, our end of town, was all white*. One street about ten blocks away divided our* ***town*** *into nearly perfect polar halves: north and south,* ***white and black*** *(G.L. Smith. Whittling at the edges of childhood, 2014).*

Another seme of the lexeme "black", which is actualized when describing the image of the city in English-language prose, as well as in the Russian texts, is "dark, night, without light".

They followed a turnout of the hills onto a plain, and before them lay a ***black*** *silent* ***city****. No lights, no voices; only the wind, <...> (K.S. Robinson. The years of rice and salt, 2003).*

As for the lexeme “gray / grey”, the components of meaning that it realizes when describing the image of a city in English-language prose coincide with those actualized by the lexeme “серый” in Russian prose.

The color of buildings / structures:

... she likes to promenade around <...>between the ***city's split grey concrete housing blocks*** *with a green-eyed cat on her one shoulder; <...> (I. Lotte. From Ice Age, 2006).*

Dirty:

It was near the end of March and it was raining, the ***city was all grey and grimy*** *(J.M.G. Le Clezio. The great life, 2001).*

Inexpressive, dreary, dull:

Moscow, brightly colored and stretching up to the skies, has absolutely nothing in common with my ***grey and flat city*** *(I. Stogoff. Beet Top & Marsh Mushroom, 2003).*

Thus, the analysis showed that linguosemiotics of color gives us the opportunity to take a fresh look at the linguistic picture of the world, language and society. The perception of color also has an axiological component, as color nominations are often anthropo- and ethnocentric. The found similarities presumably indicate the universal significance of their components, while the differences demonstrate the national specificity of the perception of the urban environment.

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COLLABORATIVE DESIGN TOOLS IN LEARNING

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The pandemic has forced learning into distance, online synchronous and asynchronous modes. It is not easy to figure out which tasks, materials, and collaboration should be synchronous and which ones asynchronous.

This paper will discuss the experience and background for deciding what to make asynchronous and what learning tasks to keep synchronous. The focus will be mainly on collaborative tasks and teambuilding. Methods used are adapted from design thinking methodologies, and the supporting backbone is situational and embodied theories of learning. Situational and embodied learning emphasise learning context and physical activity. Sometimes embodied learning is connected with learning by doing, for instance, following Dewey. Empathy mechanisms allow successful collaboration and learning by enhancing a sense of connection, mutual understanding, a feeling of shared context, and affiliation. Thus, the interaction with physical space has been seen to allow situated learning to occur. Empathy, collaboration and creative thinking are skills needed in work life. These skills have traditionally been practised in a physical context by doing things together.

The needed skills are hard to acquire in distance settings; hence it is interesting to experiment with them. Examples of design thinking methods will be presented. Such as how to increase attachment to team members in

online environments, what tools to use, what kind of tasks to create, what should be avoided, which tools support collaborative creative activities, and when can these be broken into asynchronous activities.

Keywords: synchronous collaboration, online learning, creativity, design thinking, empathy.

Recent expressions on success and hindrances in online learning spaces. There has been enough time to collect information on which tools and practices work in the online setting. Subekti [2021] found three factors that hinder effective online learning. These are: 1) inadequate supporting infrastructures or resources; 2) teachers limited pedagogical skills in managing online learning; and 3) the lack of teacher-student and student-student social connections during the learning process. However, positive surprises such as asynchronous mode offer choices for students to decide their learning moment, but this does not benefit students evenly. Some are more aware of their abilities and can make choices that benefit learning, and some cannot. Another positive surprise was that some teachers had adapted the facilitator's role supporting the students when needed.

Related to the infrastructures are teacher's experiences that there is a need to provide more detailed and more explicit guidelines [Tanis, 2020]. In physical settings, it is intuitive to have looser guidelines because it often provides a good discussion. These activities do not happen spontaneously in the online environment unless it is "scripted in". This lack of serendipity within the situation increases the need for stricter guidelines, scaffolding and facilitation. Another vital point Tanis [2020] mentioned is assessment. It makes a difference if the assessment is continuous, thus supporting the

time, tasks and collaborative task management. What has come as a surprise is that online working is cognitively more tiring and demanding than in physical environments. It means that we can do and learn less than when acting in physical environments due to the missing embodied information [Janssen & Kirschner, 2020] and excess of irrelevant issues that catch attention.

Embodiment and situation cognition in learning. Situated practices point towards embodiment towards embodied and grounded cognition theories [Käufer & Chemero, 2015] embodied mind approach [Shapiro, 2014]. The neuroscientific research on social cognition attempts to explain these theories, e.g., by empathy. Using embodied knowledge comes easy, but it is still learned, and we noticed it when it fails, for instance, in remote work, when we lack presence, gestures, gaze, spatial situations [Sivunen & Nordbäck, 2015] or when we try to learn habitual activities, and we are not able to work closely with someone to grasp the tacit knowledge.

Situated learning [Anderson et al., 1996] can be formulated as knowing how to act in a real situation. In an educational context, the knowledge can be transferred from institutions to real life. The hypothesis then is that the closer the learning situation is to the actual context of the needed skill and information, the better. It is associated with collaborative learning because in real life, problem-solving is collaborative, and the new skills and knowledge are constructed together [Janssen & Kirschner, 2020]. The skill-based learning rather than knowledge-based learning has been the way to learn through most of our history – evolution has shaped us to be skill-based learners.

However, now we face a challenge because those effortless interactions with the physical place that allow learning are moved to digital spaces without such physical environments. Physical simulators and VR simulators have been investigated in recent case studies on collaboration, briefing, attention, empathy, memory failures in stress situations of health care personnel or flight simulators and simulation fidelity configuring requirements [see Hontvedt & Øvergård, 2019; Roth & Jornet, 2015]. Those guidelines can be adapted to current challenges with increased online learning and teaching or, rather, facilitating.

Learned aspects from the intensive design course and discussion. Firstly, the structure of the days needs to be thought well, which items can be dropped off when technical or other problems occur. The schedule must be looser than it would be in the physical setting. Another crucial aspect is to explicitly state the breaks, lunch, coffee breaks, toilet and relaxing breaks. From the pedagogical perspective, it is good to have various tasks – namely, joint activities, teams' activities, individual activities that feed to the team activities. Planning the days this way automatically structures the synchronous and asynchronous activities. Basic guidelines on managing time, resources, communication within the team and with teachers, and communicating when all the gestures, gaze, pointing, and physical postures are missing [Lindblom, 2020]. The different way of communicating more positively than is typically crucial for keeping up empathy. The positive aspect was that, e.g., four-day intensive design course was taken well by students, enhancing the team formation and feeling of belonging.

Secondly, the lack of teacher / facilitator-student and student-student social connections during the learning process. An essential aspect of this is to plan this into the course. We did not first understand it, but students helped us see where they need help, namely, teachers should facilitate in the student teams' selected communication channels. For some teachers / facilitators, this may mean learning new open-source tools.

There are two other issues. The first is a continuous assessment which provides a secure feeling of getting guidance, presence and being noticed by the students. It also provides timely feedback on how well they are managing in the course. In physical classes, teachers provide this kind of feedback implicitly with gaze and physical presence in different parts of the classroom; this has to be replaced with more explicit feedback and communication sessions scheduled into the days [Lindblom, 2020]. The second item deals with providing students' problem-solving challenges from real life to actual customers. It increases motivation and feeling of learning something useful for oneself and providing something useful for the actual clients.

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LONG READ AS AN EFFICIENT TOOL FOR DEVELOPING LEARNER AUTONOMY THROUGH CREATIVE MINDSET IN DIGITAL SPACE

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The phenomenon of contemporary learning is marked by an increase in digital technologies that inter alia ensure the efficiency of education through autonomous and creative learning. A key point is to provide timely and relevant interactive educational content that will motivate and engage students in research, create new learning and teaching possibilities, enhance both autonomy while mastering major as well as communication with individuals and teams involved in the same research. Long read is a relatively new format of presenting information in an extensive attention-grabbing text that describes and reveals a particular issue, with the focus on details, facts, and figures, which is placed within a certain digital framework.

Arranging the information for the long read format, students learn how to select, analyze and structure information to present data most interestingly and understandably, to reveal all peculiarities of the topic, to catch the attention of fellow students, and fuel their interest in the topic. Long read is to be designed to guide student critical thinking as it implies not only developing the writing skill but also mastering such competencies

as stimulating original approaches to problem-solving, improving resourcefulness, and student self-efficacy to creative outcomes.

The proposed long read technology was evaluated while conducting project work for bachelor students. We found that the application of long read format contributed to achieving better educational results and developing learner autonomy.

Keywords: long read format, student autonomy, digital space, educational content, clip thinking.

Alvin Toffler – an American writer who gained a reputation as a futurist with an impeccable intuition – used to say that the next generations would be different in terms of information perception, focal points of mindset and would be hugely dependent on interactive media, gadgets, and online chatrooms. Toffler is considered the first explorer of the “clip” or “mosaic” thinking phenomenon. In his view, this way of thinking is based on short modular flashes of information, fragmented bits of data often unrelated to each other [Toffler, 1999].

Clip thinking reflects new features of cognitive abilities of the younger generation caused by their constant digital dependence on gadgets via which unrelated information blocks are delivered [Kraynov, 2020].

As regards university study, even elementary scientific research, basic analysis, and drawing simple logical conclusions might be challenging for clip thinking students, especially for the first and second-year students. They fail to focus upon significantly interrelated issues, skip the crucial moments, as they tend to obtain information not in a "linear way" when perception, memorization, and reproduction of information are

successive links in the same chain, but in mosaic bits, clips that seem not to be logically coherent and consistent [Bakhmetieva et al., 2020].

Thus, the representation of educational content for understanding, processing of information, and its further reproduction by students should be organized in such a way as to benefit from such features of student clip thinking as multitasking, rapid pace of comprehension, perception through images, and the ability for immediate feedback. Besides, the choice of presentation manner should take into account the current situation when online learning vastly supports classroom activities in COVID and post-pandemic reality. Online learning framework presupposes a high degree of student autonomy and certain creative strategies, which in turn will be efficient, if the educational content is organized and presented in a clear, understandable, properly structured way.

There exist many types of presenting information: conventional texts, flash brief texts, written and oral reports, research essays, WebQuest, multimedia presentations – PowerPoint, Prezi, to name a few. Long read is an alternative delivery format of presenting information in a substantial extensive text, illustrated with relevant data and appropriate details, with integrated multimedia interactive components. Multimedia component (audio recordings, video, infographics, photo galleries, 360-degree panoramas, and slideshows) is extremely important in the representation of the information. The multimedia narrative implies interactivity that enables the active participation of the audience (students) in determining the order and number of items viewed [Bulaeva, 2015]. The presence of hypertextual links implies the potential infinite of the information, the possibility to extract the information until you find whatever you are

searching for. Besides, if younger people are really motivated and interested, they tend to prefer in-depth stories and context, as well as a variety of sources for a better orientation towards solutions and broader use of the perspectives [Drok & Hermans, 2015]. The text with all multimedia and interactive elements is typeset on the "Tilda" website builder platform.

We assumed that long read would be an efficient format for representing the results of the term project work for SUSU bachelor students majoring in IT. The subjects within which the first and second-year students carried out the project activity were Academic English and English for Specific Purposes correspondingly. The projects entailed autonomous individual work and team activity aimed at gaining experience in which students had the opportunity to collect, select, compare, analyze and synthesize knowledge from various areas, and applied it critically and creatively to real-life situations. The result of the project work was to be delivered in the long read format.

After the final long read presentation, a teacher interviewed students, then, they were offered to evaluate the new creative format of information submission. They were asked to respond to the following questions by choosing the variants from 1 to 5 in accordance with the following scale and circling the corresponding number (1 – strongly disagree; 2 – disagree; 3 – 50 / 50; 4 – agree; 5 – strongly agree).

The survey questions were following:

1. I like everything new, so I enjoyed learning the Tilda website builder platform.
2. The process of compiling the long read in the website builder platform is interesting and exciting.

3. Searching for proper information for the long read is useful and informative.

4. I am satisfied with the result achieved.

5. I enjoyed doing the long-read research.

6. Long read helps to prioritize, organize and structure information.

7. My fellow students / friends / acquaintances helped me to do the job.

8. My teacher helped me to do the job.

9. I wanted to do a good job for everyone to like it.

10. Good assessment and approval of the teacher / fellow students motivate me to do my job properly.

11. Given a choice of a working format, I will make another long read.

12. It took me a long time to get the job done, much more than PowerPoint.

13. It was difficult for me to understand the new format, so I was a lot nervous.

14. I think knowing one format for presenting information is quite enough, and there is no need to learn new ones.

15. It is difficult to work on an autonomous basis; I always need someone's support and help (fellow students, teacher).

72 students participated in the survey (46 1st-year students – 39 boys and 7 girls, and 26 2nd-year students – 21 boys and 5 girls). The results are shown in Table 1.

Table 1 – Survey results

Question number	Strongly disagree	Disagree	50 /50	Agree	Strongly agree
1	2	3	4	5	6
1	4	2	12	32	22
2	4	6	10	28	24
3	4	4	13	29	22
4	0	3	13	30	26

Table 1 continuation

5	4	5	19	30	14
6	3	10	16	28	15
7	55	8	6	2	1
8	44	12	14	2	0
9	2	2	18	26	24
10	4	6	22	18	22
11	4	6	17	26	19
12	18	28	17	6	3
13	43	17	7	4	1
14	21	9	22	13	7
15	40	15	13	4	0

The survey indicates that the majority of students are inquisitive, they like to study and learn new things; they regard producing long read s as a fascinating process and enjoy doing this job. 62.5% of the respondents expressed the opinion that they would like to do this type of activity again if given the chance. Motivation plays a key role in the development of autonomy: the more interesting and challenging it is to achieve remarkable growth, the higher motivation becomes; consequently, learner autonomy drastically increases while completing the new and inspiring task to achieve the goal set. 78 % of respondents were satisfied with the result gained; i.e., despite the fact that they handled the Tilda platform for the first time and almost by themselves, (12.5 % needed the support of fellow students, 22 % – a teacher's support); they had a direct interest in the outcome and were motivated to maximize the effect. In the interview with the teacher, students explained that they needed teacher's support in terms of advice and supervision on the platform interaction, but not the long read content.

The wish to impress everyone with the job done (69 % of students), as well as to be approved by fellow students and the teacher and to get a better mark motivated 56 % of all respondents (31 % – partially motivated).

To keep students interested in doing the work, motivate them, and, therefore, contribute to the development of their learning autonomy, the assignment must be feasible, moderately complex, relevant and not too much time-consuming, otherwise, learner's interest will gradually fade away, and there is a certain risk the proper result will never be achieved. Only 17 % students noted that the platform format was rather complicated to work with, which caused anxiety. The possible reason for it is that not all students wanted to master new technologies, believing that it was enough to know one program to show the results of their work (28 % of respondents agreed and 31.5 % doubted whether it was necessary to study any other tools), as well as the fact that 24 % always needed someone's support. Compared to the traditional PowerPoint, the long read required almost the same amount of time or even less for 87.5 %. Long read as a means of structuring information helped 82 % of the respondents to arrange data properly, with the format being user-friendly and simple, with many built-in options. These features contributed to an easy and effective search for information (71 % of respondents).

Thus, the ability to work on your own, to focus, to plan a strategy and achieve a proper result requires a developed learner autonomy. Long read can be used as one of the tools of presenting and structuring the material, as well as developing creative capacity of learners, taking into account the perception peculiarities of modern students. As a further study,

it is possible to compare both the results of the 1st- and 2nd-year students, as well as the gender characteristics of the development of learner autonomy when working with long reads.

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WRITING COHERENT ARGUMENTS: SYSTEMIC FUNCTIONAL LINGUISTIC GENRE PEDAGOGY IN ACTION

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Application of systemic functional linguistic (SFL) informed pedagogy enabled a teacher to improve bilingual students' ability to write arguments, including all the elements of text structure and using language to enhance the persuasive purpose of arguments. Focus on audience helped students in making effective choices.

Keywords: systemic functional linguistics, argument writing, SFL genre pedagogy.

In response to the need to improve the teaching of writing, a number of researchers and teacher educators employ SFL to inform writing instruction. The early efforts were launched by Australian linguists and educators in the 1980s [Rose & Martin, 2012]. A number of educators and linguists in the U.S.A. [de Oliveira & Lan, 2014; Gebhard, 2019; Schleppegrell & Moore, 2018 to name a few]. One such project applied SFL Genre Pedagogy at a multilingual urban elementary school in Boston, Massachusetts [Brisk, 2015]. This paper illustrates the impact of SFL genre pedagogy in elementary school children's written arguments by tracing the instructional practices of one of the teachers in the school.

Systemic Functional Linguistics and the Teaching and Learning Cycle. SFL is rooted in Halliday's scholarship on social semiotics, which

emphasized the relationship between text and context. An essential premise of SFL is that language is conceived as a whole text rather than isolated words or sentences [Halliday & Matthiessen, 2004]. These texts exist in the immediate context of the situation, which in turn is nested in the larger context of culture [Butt et al., 2012]. The writing practices of a culture are characterized by recurrent forms of texts used for specific purposes. These are called *genres* [Martin & Rose, 2008]. In addition to the context of culture, texts exist within the context of situation where language choices vary with respect to the register, which includes three variables: field (the topic), tenor (relationship between language users), and mode (oral or written cohesive text) [Halliday & Matthiessen, 2004; Thompson, 2004].

Successful schools develop all of these language resources to give students choices when writing in different academic contexts. Teachers build these resources through instruction using the Teaching and Learning Cycle (TLC), an approach to writing instruction that apprentices students to writing through four stages: developing content knowledge, deconstruction of text, joint construction of text, and independent construction of text [Rothery, 1996].

Development of Students Writing. Before starting the unit on argument writing, Pat, a fourth-grade teacher, gave a prompt to his class to gauge their skill in argument writing. Students' writing reflected that they understood the purpose of arguments, to persuade, and that they had to give reasons to support the thesis. However, they didn't elaborate much by giving evidence, using persuasive language, or showing that their choice of reasons or language reflected their audience. After 6 weeks of instruction the students' final arguments included thesis statements, along with reasons backed by evidence. The pieces were coherent, aligning thesis,

reasons, evidence, and reinforcement of thesis. Students demonstrated use of language features to create an authoritative voice appropriate for their audience. For example, Amanda's writing development shows the contrast between the initial writing and that which emerged from instruction:

Table 1 – Comparative analysis

Pre-Assessment	Final Writing
The Russell school should have a caffietiria because if we do we have more space to eat. So the teachers doesn't need to clean up the mess. The teachers can have their own time when we are at the caffietiria. We can sit with people from other classrooms.	*We should have zoos. Zoos protect and care for the animals. Zoo's really help with captive breeding. Zoos also help present animals from extinction.* *Animals should be kept in zoos. In zoos animals receive better care and they are protect from their enemies. Animals in zoos get the best veterinarian care. In zoos animals get vaccines which protect the animals against diseases that can kill animals. Zoos are amazing!* *We should have zoos because of wonderful captive breeding. Captive breeding is when zookeepers take endangered animals and make them have babys. Then zookeepers reintroduce the animal back into the wild. They population encres. Then there are more species of that animal.* *Zoos help prevent animal extinction. In zoos the animals are taken good care of so they can't be extinct. In zoos they can't be extinct because they are not causing any harm. Zoos are terrific!*

Amanda's early piece is a collection of thoughts that are not written in a coherent way and include a thesis and a few reasons. There is no use of language to make the voice more persuasive. Amanda's final piece includes a thesis, followed by several developed reasons with supportive evidence. Her language includes evaluative language such as *really, protect, best, amazing, terrific* and others that strengthen the persuasive nature of the piece. She also used a number of technical terms within the evidence.

Instructional Practices. Amanda's progress reflects Pat's rich scaffolded instruction with abundant student engagement. To introduce the argument unit, Pat led students in an oral exercise in which a group of students argued in favor of animals being kept in zoos, while another group had to argue for the opposite side: animals should not be kept in zoos. Pat deconstructed multiple arguments, first with the whole class and then with students working in groups, to identify the stages of argument, namely thesis, reasons, evidence, and reinforcement of the thesis. Then, as a class they proposed a topic around which to develop a claim. The topic of whether animals should be kept in zoos came as a result of the class reading a book of essays written by children on the topic. The class, facilitated by Pat, did research to find reasons and evidence to support a thesis in favor or against zoos. Students proposed ideas for reasons and evidence which Pat wrote on chart paper for the whole class to see.

Pat taught simultaneously the stages of argument, along with aspects of language with constant reference to how the audience impacted choices. There are multiple important language features which are worth teaching, especially to create a persuasive voice considering the audience, such as

evaluative language, graduation, types of sentences, modality, and use of person to name a few [Humphrey, Droga, & Feez, 2012]. Pat focused on technical vocabulary, evaluative language, and graduation. While reading articles to research reasons and evidence, Pat had students isolate and discuss technical language that they could later use for their evidence. In a whole class deconstruction of a former student's argument, Pat pointed at examples of evaluative language (*cruel, poor, damaging*) and graduation (*horrible, outrageous*) used to describe how bad the treatment of animals was in zoos. Pat continually noted the audience and what their audience meant for their choice of reasons, evidence, and their overall linguistic choices.

Students further developed their knowledge of argument writing through joint construction. Pat accepted students' suggestions, ensuring their engagement. When they needed clarification, the teacher often related it to the students' own lives. Then, students worked in groups to create their own arguments, applying what they had learned in the whole class. Before students worked in groups revising their pieces, Pat demonstrated how to revise writing by doing it as a whole class with one section of a student's project.

Conclusion. Teachers' knowledge of the structure and language of arguments matched with a scaffolded approach to teaching actively engaging all students in detailed analysis of mentor texts gave students clear understanding of the structure and language of the target genre. Guided instruction by the teacher and supportive collaboration from other students resulted in fourth graders' ability to write coherent arguments using language to strengthen the persuasive quality of their writing.

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RELEVANCE OF ENGLISH AS A MEDIUM OF INSTRUCTION FOR HIGHER EDUCATION IN RUSSIAN UNIVERSITIES

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The English language as lingua franca is used at conferences and as a working language in academic papers. It is also used as a medium of training specialists in a variety of academic fields. The need of modern universities to enhance academic English-language programs and specialized courses taught in the English language is obvious. The aim of this article is to highlight the objectives of Russian Universities Consortium within the frames of SMARTI project of the EU Erasmus+ program as well as to outline the prospects of the Consortium for higher education in Russia. The article also states the relevance of prospective results for Russian higher education institutions. The Russian Consortium includes four academic organizations such as Ogarev Mordovia State University, Kazan State University, Petrozavodsk State University, Irkutsk National Technical University and two non-academic partners such as Certification Association “Russian Register” and National Association of Teachers of English which are aimed at dissemination and sustainability of

the project in Russian Federation. The project will improve teaching tools in pedagogical area for the education of teachers and will focus on faculties MA and PhD Programs such as engineering, IT, science, mathematics in accordance with Bologna criteria, will enhance the quality of academic content both staff and students, will support staff and student mobilities and exchanges.

Keywords: English Medium Instruction, Erasmus+, Higher Education, SMARTI project.

It is a well-known phenomenon nowadays that the English language is more often used as lingua franca at international conferences and as a working language in academic papers. Thus, the desire of modern universities to expand the number of academic English-language programs and specialized courses taught in the English language is very well explicable. The English language becomes a means of training specialists in a variety of academic fields, such as microbiology, chemistry, economics, geography, political science, physics, software engineering, etc. [see Solovova & Kozlova, 2017: 144]. Such an application of the English language is called *English Medium Instruction* (EMI). Thus, relevance of EMI for Russian Higher Institutions becomes obvious: it will provide the opportunity to master the English language for using it in future academic studies and attract more foreign students to Russian Higher Institutions giving them the opportunity to get higher education of high quality.

The Russian Universities Consortium of *Ogarev Mordovia State University* (MRSU)*, Kazan State University* (KFU)*, Petrozavodsk State*

University (PetrSU)*, Irkutsk National Technical University* (INRTU) have applied to *Erasmus+ program* to have the opportunity to develop EMI in Russian universities. *Erasmus+ program* is a new program of the European Union aimed at supporting cooperation in the field of education, vocational training, youth and sports. It has been designed to be an effective tool for promoting the development of human and social asset in Europe and beyond, aiming at: *first*, creation of a new quality of cooperation, including the usage, dissemination and developing previously achieved results; *second*, promotion of new ideas and attraction of new participants from the field of labor and civil society and *third*, creation and development of new forms of cooperation [erasmusplusinrussia.ru].

The Russian Consortium's application has been supported by Erasmus+ program and has been included into *Capacity Building in the Field of Higher Education* (CBHE) *SMARTI* Project that is *Support for Innovative Methodology, Approaches and Tools for Teaching through the Medium of English in order to improve Educational Yield, Sustainability and Internationalization*. Within the SMARTI Project the Consortium's purposes are:

– to develop transparent, national and international, educational standards and comparable learning tools and teaching standards in accordance with Bologna criteria

– to enhance the quality of academic content and staff and students in the Programme Countries through development of a sustainable curriculum for teacher training

– to support the internationalisation of participating EU and Russia institutions and support staff and student mobilities and exchanges

– to improve teaching tools in pedagogical area for the education of teachers

– the specific objective is to promote Russia's excellence in education by the development and the implementation of a comprehensive pedagogical Module English as a Medium of Instruction curricula for in-service Russia teaching staff and trainee teachers. Focus is on all faculties MA and PhD Programs such as engineering, IT, science, mathematics.

Relevance of prospective results for Russian higher education institutions is obvious. The project objective fits into the Internationalization strategy of the university and the Priority project "Export of education in Russian Federation" within the Federal program "Development of education in Russian Federation 2013-2020". There are four basic target models within the federal project, two of which are directly addressed by the SMARTI project, namely target model one "Internal internationalization", target model two "Joint educational progammes". The implementation of model one includes enrolment of larger number of international students (the expected outcome is a tripled number of international students admitted to Russian universities by the year 2025, 710,000 international students in 2025 versus 220,000 enrolled in 2017). Model two is aimed at the enlarged number of joint educational programs implemented by Russian universities in close collaboration with their international partners. To achieve the goals of the priority program and boost the export of higher education in Russia, it is necessary to offer versatile educational programs at all levels in English. According to statistics, the most demanded programs among the international applicants offered by Russian universities are those in the area of Engineering (22.8

%), Medicine (20 %), Economics and Management (13.2 %). Though most of the programs are in Russian, to boost the numbers and compete with world leaders of the international education, it is crucial to offer programs in English.

According to the Concept of Long-Term Socio-Economic Development of the Russian Federation for the period up to 2030 [Government of RF, 2016], the number of foreign students studying in Russia on EMI programmes is to make up 15 percent out of the total number of all students in RF 2025 (especially in medicine and technology areas). That is why this project will lead to a professional level of teaching EMI, and the development of international academic exchanges. Finally, in 2017 RF Government introduced one more programme "Internationalization of Higher Education in the 21st Century" which is oriented on the increase in Russian universities in the global educational and research programs.

At the moment Higher Institutions actively launch programs in English and aim to increase the number of these programs. However, they lack teaching staff possessing sufficient EMI skills and competences as well as correspondent professional training programs. Teachers are occasionally offered only English language courses to enhance their general English language skills. Thus, the project will help to 1) enhance the qualification of teaching staff teaching in English, 2) increase the quality of EMI programs, 3) advance English language knowledge of students enrolled to EMI problems, 4) enhance intercultural competences and soft skills of both teaching staff and students due to new learning and teaching methods and approaches.

Besides academic partners, there is non-academic organization that is involved in the project. *National Association of Teachers of English* (NATE) [nate-russia.ru]. In the project it will be used for dissemination and sustainability by the means of employing its vast networking possibilities reaching non-partner stakeholders, presenting SMARTI at its annual Conventions with over 500 participants and setting up new EMI Centers in non-partner Universities as a long-time sustainability indicator.

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ASSISTIVE TECHNOLOGY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE TO CHILDREN WITH HEARING IMPAIRMENTS

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This article features an in-depth exploration of the educational potential assistive technology can have in the communicative and cognitive development of children with hearing impairments. Additionally, it investigates the conditions on which certain types of assistive technologies can be integrated in the process of EFL teaching in Russia to the children diagnosed with HI of the first type.

Keywords: education of children with special educational needs (SEN), hearing impairments, assistive technology, speech development, EFL teaching.

Education of children with special educational needs (SEN) is an issue in demand of further methodological investigation and research. One of the debatable areas here is what educational and communicative tools can best limit their exclusion. Although there have been a lot of substantial development of assistive educational tools for people with hearing impairments (HI), there still remains the question how the technological tools can be implemented in the real classroom teaching to accommodate the diverse needs of young learners with HI. The purpose of this paper is to explore the educational potential of assistive technology for children with HI which will aim at their communicative development via the use of

sound visualization and phonetic development applications. The article first identifies children with HI as a special category of learners and outline special educational needs they have. I will also take a closer look at the context of inclusive education in Russia and match the SEN of these learners against its reality. Following this, I will then proceed to define the role assistive technology can play in the communicative development of children with HI and justify the use of special speech developing applications in their communicative development.

Special Educational Needs of Children with HI. According to the recent report of Russian Ministry of Social Care, there were 20,600 children born with hearing loss (HL) in 2016. When defined medically, HL is identified at levels from slight to profound [Keith, 1984].

A strong link between normal hearing and normal oral communicative development can be identified. As speech comprehension precedes speech production in a child's communicative development, normal hearing becomes vital for normal language acquisition and speech production for two reasons. Firstly, the ability to hear enables a child to perceive spoken language. Secondly, normal hearing makes it possible to self-regulate language production as a child can match their own speech against the adult pattern [Brown, 1978].

HL can be also identified educationally in relation to a child's ability to acquire language via audition [Relekar, 2006]. Generally, children with HI may find understanding tasks challenging due to their limited vocabulary and language inadequacies, which can further impede their text material comprehension. They rely mostly on silent reading; as oral reading represents an extra difficulty for their comprehension.

As discussed by Gunes [2012], learning occurs through 11 % from the sense of hearing and 83 % from sight, which is true for all children. Rekkedal [2012] further suggests that for education of children with HI, an effective learning technique would be the combination of visual aids with hands-on approach. This teaching technique also relies on the use of Teaching Learning Materials (TLM), such as story books, flash-cards, model clay, etc., to enforce specific learning objectives. The new formation of TLM, according to McAndrew [2012], may include multimedia materials and web applications and can complement understanding of any lesson aim or concept.

Another problematic issue of education of children with HI can be pedagogical settings the education takes place in. Traditionally, children with HI are educated in special correctional schools of II type in Russia. These schools follow a comprehensive curriculum within the framework of Total Education, which is contextualized by teachers to best accommodate their learners' special educational needs. The curriculum of II type correctional schools aims at both developing both academic and practical life skills, and focuses on concept developing, academic functioning, communication skills, sensory, motor skills, social and emotional skills, strategies of career adaptation and utilization of residual hearing. Children communicative and cognitive development is achieved at the cost of exclusion of some subjects, if compared to comprehensive school curriculum, and introduction of correctional component.

Thus, ‘Foreign Language’ is excluded from the correctional school curriculum in Russia. According to Goswami [2015], learning a foreign language, however, can provide an additional ground for children's

cognitive development. She further states that social interaction, such as language learning, plays an important role in cognitive and language development of children as experiences in child's learning environments "would amplify existing and create new neural networks connections" in child's brain [Goswami, 2015: 5].

Admitting the fact that foreign language learning can have additional value for cognitive and communicative development of children with HI, some correctional schools in Russia have endeavoured to make their move towards inclusion by including 'Foreign Language' as an extra curriculum activity. Their main argument in doing so is that they are well-equipped to cater for special educational needs of these children in terms of computerized classes, hearing aids and special software as well as possessing practical experience of using Assistive Technology which can ease the tension of foreign language learning for children with HI.

Assistive Technology in Communicative Development of Children with HI. Assistive Technology (AT), as defined by Allan [2012], is a derivative form of Information and Communication Technology (ICT) and can represent any device or tool that helps a learner with SEN complete an everyday task. Raskind [2000] states that although learning disabilities cannot be cured, children with learning disorders can significantly improve and develop their potentials, provided persistent proper instructions and assistive tools are used in their education.

Thus, for making the right choice of AT for children with HI, their general and individual learning impairments should be taken into account. According to Relekar [2006], the effect of hearing impairment on learning

can vary depending on the set of hearing loss and its severity, yet some general learning obstacles can be identified:

HL Impact on Speech Production Development:

– never develop normal speech unless special ongoing training is undertaken;

– knowledge of speech and speech organs are not acquired;

– speech production is impeded;

– deficient knowledge in phonology, morphology, syntax and semantics;

– inability to pronounce unheard sounds unless special training is provided;

– vowels can be heard clearly, but voiced consonants may be missed;

– vocabulary is limited to basic parts of speech;

– errors and omissions in the use of verbs, function verbs plurals end tense endings;

– oral and written speech lacks in abstract concepts and is telegraphic.

The right choice of AT for children with HI implies not only their SEN accommodation but enforcement of special learning objectives as well. As suggested by Farooq [2015], this can be achieved through implementation of speech developing mobile applications in the learning process. Farooq's [2015] main argument is that children with HI, although satisfied with hearing aids and microphones, still prefer mobile applications to facilitate learning. AT has a double-edged nature in that it is both a tool for independence and a visible sign of disability. Mobile

applications, on the contrary, diminish the feelings of shame and guilt attached to hearing aids usage, and allow for the feeling of "being normal". Some mobile applications which can assist in enforcing of special learning objectives for children with HI are studied below:

Speech and pronunciation developing mobile applications:

Phonetic Frog (by Leimo Games; available at Google Play as a free download). This application visualizes the phonetic breakdown of any English word by making unheard sounds visible. Funny-looking characters can sound out any phonetic input you type.

English Pronunciation Practice for Beginner (by Yobimi-Group; available at Google Play as a free download). This application aims to help learners pronounce and distinguish various English sounds at basic level (vowels, consonants and diphthongs) and advanced level (linking word, stress and intonation). It provides pronunciation, listening and writing exercises as well as guides and videos how to pronounce correctly.

English Conversation for Kids (by MagikHub; available at Google Play as a free download). This application provides an opportunity to learn simple communication sentences and practise English in real life situations. Learning vocabulary through pictures helps to visualize and concept abstract nouns

Ginger Keyboard (by Ginger Software Inc., available at Google Play as a free download). This application has features to help students with writing disorders. It provides grammar and spelling checking function which analyzes context and eliminates any errors and misspellings; word prediction function and sentence rephrasing tools can help to construct sentences properly; TTS functionality allows to hear what has been written.

Implementation of the mentioned above mobile applications in the process of EFL teaching to the children with mild forms of HI can be an effective way to match the teaching process against the SEN of these students due to the following grounds. Firstly, the mobile applications can serve as a platform to develop pronunciation of the target sounds a child is struggling with through visualization and drilling. Gamification, which is an essential feature of every app, allows for introducing fun in the classroom and eases the tension of dull, monotonous repetition [Grains & Redman, 1995]. Another factor of significant importance is the assistance of the SEN tutor or instructor whose objective is to help students overcome any impediments they might face during the lesson. Their task is also to supervise and monitor the teaching process in case students might fall behind with the rest of the class and to ensure self-pace learning occurs. Finally, the use of specialized mobile apps implies individualization of the teaching process and allows for differentiated instructions, hence, a more effective kind of learning occurs [Rekkedal, 2012].

In conclusion, AT can be an effective educational tool to implement in the process of language teaching to the children diagnosed with mild forms of HI. If supported by the SEN instructor, AT can represent a platform for deliberate development of sounds the students experience difficulties with, hence, aiding the whole process of their communicative development; additionally, gamification can facilitate students' cognitive development while special assistance in writing via smart keyboards can be an efficient tool for practicing writing skills.

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CROSSING THE RUBICON: EDUCATION TRENDS IN A HYPERCONNECTED WORLD

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The way that we educate and are educated is changing at a rapid pace. New technologies and ways of interpreting the world are reshaping educational philosophies and altering the pedagogies that underlie them while transforming the modes of delivery that are part of the operations of educational institutions worldwide. This paper discusses the need to rethink education on the cusp of the age of artificial intelligence (AI) and at the dawn of the Fourth Industrial Revolution.

The need for educational institutions, corporations, teachers, and learners to adapt is great. However, what frameworks are necessary for education in the digital age? What trends and possibilities are on the horizon to educate and train the coming generations of educators that would allow them to remain relevant in the 21st century and beyond? This article explores global trends in a hyperconnected world such as artificial intelligence (AI), the Internet of Things (IoT), robotics, automation and nanomaterials and presents an analysis of ongoing educational transformations in Russia, China, and the United States. Finally, the article discusses five emerging trends in 21st-century education, including App Innovation and Gamification; Digital Literacy; Virtual, Augmented

Reality, and Mixed and Extended Reality; Self-Directed Professional Development (SDPD), and Collaborative Learning.

Keywords: artificial intelligence (AI), the Internet of Things (IoT), robotics, automation, educational transformation, frameworks, and emerging trends for a 21st-century education, hyperconnected world.

Crossing the Rubicon: Education in a Global World. Economic growth, the durability of society, and sustainability for the 21st century and beyond need to be supported through a system of education that can anticipate societal and global changes. Educators, educational institutions, corporations, and countries must assess and embrace the necessary adaptations within their organizational structures and content delivery to enable their global competitiveness and ensure their continued relevance.

Embedding technologies such as artificial intelligence (AI), automation, and robotics into missions and vision for education systems requires focused discussions among all stakeholders, such as ministries of education and educational organizations, vocational education, corporations and businesses, and learners. Advances in technology coupled with the spread of transformative changes in edtech that have been initiated in education systems, including the rise of online education, mini credentialing, augmented reality digital technologies, pose system-wide challenges and opportunities on a global scale.

The metaphor 'to cross the Rubicon' means to take an irrevocable step committing to a particular course of action. Governments in Russia, China, and the US are crossing the Rubicon by looking toward digital solutions and actively redefining, restructuring, and reforming the policies

and programs of national education. Knowledge is generated, disseminated, and transformed into products and services in a way that comes on top of recent transformations in business processes enabled by data aggregation and networks. Education and work will become a fluid landscape with no job or career guaranteed in an environment characterized by volatility, uncertainty, complexity, and ambiguity (VUCA). It may no longer be optimal or sustainable to structure education as a menu of established disciplines and degrees delivered in brick-and-mortar buildings.

Digital Era Transformation in a Global World. Economists and futurists such as Rich Karlgaard (Forbes publisher, futurist, award-winning entrepreneur), Nikolas Badminton (CEO of Exponential Minds), Gerd Leonhard (CEO of The Futures Agency), and philosopher Yuval Noah Harari predict growing disruptions in multiple industries, from healthcare to education. The accelerating evolution of 21st-century technologies is caused by AI, the Internet of Things (IoT), robotics and terminal automation, nanomaterials with unique magnetic properties, and additive manufacturing approaches, such as 3D printing with personalized consumer production. This tsunami of change amounts to a Gutenberg-scale leap. Thomas L. Friedman assessed this as follows: “The world has changed from connected to hyper connected, and interconnected to interdependent” [Friedman, 2013: para. 1].

Emerging and disruptive technology trends are clustered around robotic process automation (RPA). RPA is bringing exceptional changes to every industry, from education to healthcare, from aviation to farming, and from administration to governance. Technology developments such as

Automation Anywhere, an RPA software; Blue Prism, an intelligent RPA automation software program focused on agile digital workforce development; Pegasystems, a customer relationship management developer; SAP, a software provider that provides products in areas from financial planning and analysis to governance, risk, and compliance to cybersecurity are all poised to change the educational landscape forever.

Innovation and Education in Russia. A report by HolonIQ indicates that national governments play an increasing role in supporting and funding internal education systems. It is in countries' strategic interest to boost digital economy trends, and education plays a significant part in that. In 2030, governments will still "remain the core funding source for K-12 and post-secondary education, whereas private investment will focus on new models and disruptive alternatives, which are showing returns based on urgent market needs for scalability, flexibility and relevance" [HolonIQ, 2018: 8].

The governmental initiatives of the Federal Program of the Russian Federation "The Development of Education" for 2018–2025 was published in December 2017. It proposed three main goals:

– to achieve a worldwide top-10 rating in the quality of public education;

– to promote educational accessibility;

– to create an efficient system of talent growth and development.

[Resolution of the Government of the Russian Federation of December 26, 2017 N 1642, as amended on March 15, 2021. On approval of the state program of the Russian Federation "Development of education", 2021].

Innovation and Education in China. The current educational reforms in China are consistent with the philosophy of wisdom education, introduced by the Chinese educator Qian Xuesen in 1997. Wisdom education integrates the use of big data and AI into education. "Information technology means helping to realize the intellectualization, informatization and individuation of classroom teaching, to build a classroom teaching environment with wisdom, and to promote the transformation from traditional knowledge classroom to modern wisdom classroom" [Chen & Li, 2020: 106].

Innovation and Education in the US. The US Department of Education's mission is "to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access" [US Department of Education, 2021]. Although K-12 education in the United States is primarily a state, local, and tribal responsibility, the federal government has a significant role to play in cultivating educational excellence, including supporting and disseminating the latest discoveries on what works for teaching and learning and facilitating equal access to education in the fields of science, technology, engineering, and math (STEM). The US vision pursues the following goals:

- build strong foundations for stem literacy;
- increase diversity, equity, and inclusion in stem;
- prepare the stem workforce for the future;
- develop and enrich strategic partnerships;
- engage students where disciplines converge;
- build computational literacy.

[Committee on STEM Education of the National Science & Technology Council, 2018: 14].

Frameworks and Resources for Education in the Digital Age. The main features of an education modernization program involve innovation-driven development rather than technology-driven development, committing to the expansion of digital educational resources rather than the digital presentation of textbooks, and aiming at improving teachers' and students' information literacy rather than applied skills of information technology. As with the Russian approach, the Chinese philosophy of education involves building new models for talent cultivation, educational services, and education governance. A top priority in modernizing education systems within these countries is the development of advanced technologies, such as virtual learning and AI, in the core curriculum across all education segments. Upskilling and retraining for future skill sets are needed for a new, post-industrial world, tempering the birth of a new useless class [Harari, 2017]. Governmental and corporate priorities center around the acquisition of and competency in digital skills and literacy for global competitiveness.

Twenty-first Century Education in a Connected World. E-learning allows the online delivery of training together with real-time tracking of training results, optimizing time and reducing costs associated with traditional learning methods. A learning management system (LMS) is learning software designed to deliver, track, and certify online courses and training. LMSs, intelligent tutors, augmented and virtual realities are intertwined with multiple digital literacies and all are part of the IoT. Five major educational trends are: app innovation and gamification, digital

literacy, virtual and augmented reality, mixed and extended reality, self-directed professional development (SDPD), and collaborative learning.

App Innovation and Gamification. Gamification, or the use of game elements in instructional materials to encourage students to learn specific subjects, is a way that technology is currently being integrated into the classroom environment. Additionally, technology can be used for assessment and instruction, with new standardized testing platforms being tailored specifically to the educational environment and needs.

Digital Literacy. The American Library Association (ALA) defines digital literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" [Digital Literacy, 2021: para. 1]. The three main areas of the application of digital literacies are: finding and consuming digital content, creating digital content, and communicating or sharing digital content [Loewus, 2016: para.2]. Digital literacy is an integral part of the 21st-century skill set for any type of learner. These competencies are becoming increasingly integrated into school curriculums at an early age. Developing digital literacy at all levels of education has a core element of the education reforms and long-term federal programs in China, Russia, and the US.

Virtual, Augmented Reality, Mixed, and Extended Reality. Each of these technologies enhances or stimulates the senses, whether by providing additional information about the actual world or creating simulated worlds for social, learning, or training experiences. From Gucci's use in AR in its 'Try-On' shoes [Wiggers, 2019: para. 2] to flight simulation training for pilots, from immersive exercise and travel

experiences to medical simulation training, these alternative realities are change agents, as the simulation environments provide ubiquitous access to specialized environments to learners.

Self-Directed Professional Development. Advances in technology, modern digital education environments, and the implementation of edtech are imposing challenges on, and creating high stakes of accountability for, educators globally. Governments in Russia, China, and the US are developing digital education solutions for SDP to enhance virtual learning not only for learners but also for educators. "Unlike traditional professional development, self-directed professional development opens learning possibilities for educators in any place and at any time. It allows educators to acquire a wide variety of skills and gain access to training outside the classroom at their own pace" [Laidler, 2017: para. 4].

Collaborative Learning. Collaborative learning focuses on collaborative intellectual efforts by learners who have established group goals and individual accountability. Learning is an active, constructive process where learners, instead of remaining distant observers of questions and answers, become immediate practitioners. Rich contexts challenge learning collaborators to practice and develop higher-order reasoning and problem-solving skills [Smith & McGregor, 1992: 9-22].

Discussion. New technologies and ways of interpreting the world are reshaping educational philosophies and the pedagogies they underpin while transforming modes of delivery in educational institutions. Corporations, educational institutions, and education ministries alike are exploring frameworks and technological tools to facilitate learning. App innovation and gamification, digital literacy, VR and AR, SDP, and

collaborative learning are leading educational trends from the dawn of the Fourth Industrial Revolution. One characteristic that these new learning technologies share is that by enabling real-time behavior modification, knowledge transfer and learning can occur simultaneously. “The AI challenge is not just about educating more AI and computer experts, although that is important. It is also about building skills that AI cannot emulate. These are essential human skills such as teamwork, leadership, listening, staying positive, dealing with people and managing crises and conflict” [Owen, 2017: para. 2].

Preparing for the profound shifts that are coming with the dawn of the Fourth Industrial Revolution will be an essential part of nurturing a globally educated population and workforce. Qualified teachers, instructors, and facilitators embedded in robust educational frameworks are a prerequisite for bringing forward high-caliber education across educational institutions and industry training environments to achieve positive, durable outcomes.

Conclusion. The disappearance of manual processes through digitization and automation of digital literacies and competencies are taking center stage for educators, learners, and corporations. Governance and aspirational planning for high-leverage innovative, collaborative, and transformative education for a connected world will be needed to identify, track, and determine which technologies can deliver broad and rich experiences for all constituents. Automation in the governance of educational frameworks must be discussed, vetted, and implemented on both the country-wide and institutional scales to construct, design, and

organize IoT ecosystems with AI-infused tools to optimize decision-making in a VUCA world.

Looking forward, corporations, educational institutions, and countries must extend the scope of their collective educational ambitions beyond classic declarative learner knowledge to the nurturing of the complex and creative processes of learners, coupled with digital literacy. All stakeholders should also keep in mind that "Technology is not a vessel into which people are to be poured and to which they must be molded. It is something to be adapted to the needs of man and to the furtherance of human ends, including the enrichment of personality and environment" [US National Commission on Technology, Automation, and Economic Progress, 1966: 12].

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FORMATION PROBLEMS AND FEATURES OF INCLUSIVE EDUCATION IN THE RUSSIAN FEDERATION

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The article provides a detailed description of the formation of inclusive education in Russia, the reasons for its slow and uneven development. The article explains the difference between the terms “inclusion” and “integration” in the conditions of Russian reality. There is a number of problems with the introduction of inclusive education, such as: architectural accessibility of buildings, the problem of transporting children to school, the readiness of regulatory and educational support, the problem of the readiness of the pedagogical and technical staff of the school to accept and implement the ideology of inclusion, as well as financial, economic and logistical support for the inclusive learning process. One of the reasons for these problems is the lack of a unified legal framework in the Russian Federation, the lack of a document regulating all of the above aspects.

Keywords: inclusive education, inclusion, integration, accessibility, children with disabilities, special needs.

Today, inclusive education is a priority form of education for people with disabilities. With the right organization of the inclusive education process, students acquire the necessary competencies and successfully socialize without any discrimination and exclusion in conditions of full equality.

Despite the fact that in the Russian Federation over the past decade, there have been positive changes in the field of legal support of inclusive education, such as the ratification of the UN Convention on the rights of persons with disabilities, the introduction of Federal State educational standards in primary education of students with disabilities, the Federal program “Accessible environment”, however, it is obvious that there is no comprehensive legal support of the process of inclusive education.

Nowadays in the Russian Federation, there are two, at first glance, similar concepts: “inclusion” and “integration”. To distinguish these definitions, we turn to the team of authors: A.A. Naumova, V.R. Sokolov, A.N. Sedegova, who in their work defined inclusion as a deep immersion of a child in an adapted educational environment and the provision of supportive services to him. The inclusive education process involves the development and application of specific solutions that will allow everyone to participate equally in academic and public life.

Integrated learning is the teaching in a joint educational environment of children with disabilities and children who do not have such restrictions, by providing children with disabilities with special learning conditions and social adaptation that do not generally reduce the level of education for children who do not have such restrictions in the classroom. In the context of integration, the child should be ready to master a program designed for healthy peers. Integrated education with the help of rehabilitation and adaptation adapts a special child to a regular education. Finally, inclusive education, perceiving the child as he is, adjusts the education system to him.

The authors successfully note that inclusive schools are open to everyone – for every child and teenager. Inclusive schools adapt to all children, regardless of their psychological, mental, social, emotional, linguistic or any other characteristics. They can teach children with disabilities and special talents; children belonging to a linguistic, ethnic or cultural minority; children from disadvantaged regions and disadvantaged social groups [Naumov et al., 2012].

The Law on Education of the Russian Federation defines inclusive education as "ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities". Article 3 of this law also refers to ensuring the right of every person to education and the inadmissibility of discrimination in the field of education. Paragraph 1 of article 3 emphasizes freedom of choice of education according to the interests and needs of man, the creation of conditions for self-realization of each person, the free development of his abilities, including granting the right to choose the form of education, forms of learning, organizations carrying out educational activities, orientation of education to the extent provided by the education system, as well as providing teaching staff of freedom in the choice of forms of training, methods of training and education. Article 3 provides for ensuring the right to education throughout life in accordance with the needs of the individual, the adaptability of the education system to the level of training, development characteristics, abilities and interests of the person [Federal Law No. 273-FZ, 2012].

Today, the formation of inclusive education in Russia is at the initial stage of formation. In the 60s of the 20th century, when Western European

countries were already implementing integrated education for children with disabilities, in Russia during this period there was some lag: in our country, isolated education was practiced, that is, a medical model of education was applied to persons with special educational needs, which led to their complete isolation.

Thus, the legal development and legal maturity of foreign countries could not but have an impact on the development of the educational and social policy of our country. Nevertheless, the emergence of such a legislative framework is impossible without internal changes in society and the state, awareness of the need to change the attitude towards disabled people and people with special educational needs, recognition of their right to a full life. All this is a humanistic prerequisite for the formation of inclusive education in Russia and in the world.

The question about the possibility of organizing joint education of children with different educational needs was mentioned in the decree of the Russian Federation Government from 29.12.2001 № 1756-R "On approval of the Concept of modernization of Russian education for the period till 2010", but in this document it was about the integration of education [Grebennikova, 2015].

The first inclusive educational institutions in our country appeared at the turn of the 1980s and 1990s, but then inclusive schools worked rather at their own risk: there was practically no regulatory framework, and the level of accessibility of the educational environment was extremely low [Grebennikova, 2015]. Therefore, in Moscow in 1990, on the initiative of the Moscow Center for Therapeutic Pedagogy and the parent public organization, the first school of inclusive education "Kovcheg" (No. 1321)

appeared. The school gets its name from the European public organization "Ark", which provides assistance to people with disabilities. Initially, the school's classes consisted of ten people, including one child with developmental problems. Later, the school began to accept children with quite serious diseases: autism, schizophrenia, Down syndrome, cerebral palsy, hearing disorders. The purpose of such a school is education and social adaptation of children regardless of their level of psychophysical development, education of humanity and tolerance for each other [Kirillova, 2015].

Inclusive education today can rightfully be considered one of the priorities of the state social policy of Russia. After the ratification of the UN Convention on the Rights of Persons with Disabilities in 2012, inclusive education in the Russian Federation became a legally established institution that has all the necessary components, such as determining the funding mechanism, creating the necessary conditions, and defining the principles for adapting the educational environment for children with special educational needs [Alyokhina, 2013].

It should also be noted that in the letter of the Ministry of education and science of Russia dated 07.06.2013 No. IR-535/07 "On special and inclusive education of children" was highlighted on "inclusive (integrated) education of children with disabilities should not be an aim in itself. The development of inclusive (integrated) forms of education for persons with disabilities should be carried out gradually, on the basis of planning and implementing a set of measures that ensure compliance with the requirements for the organization of this activity (including the availability of appropriate material resources, special educational programs, training of

teaching teams, conducting explanatory work with students and their parents). Otherwise, such a measure will not only prevent the full inclusion (integration) of students with disabilities, but will also negatively affect the quality of work of educational institutions with other students" [Letter of the Ministry of education and science of Russia N IR-535/07, 2013].

In the conditions of Russian reality, there is a number of problems with the introduction of inclusive education, such as: architectural accessibility of buildings, the problem of transporting children to school, the readiness of regulatory and educational support, the problem of the readiness of the pedagogical and technical staff of the school to accept and implement the ideology of inclusion, as well as financial, economic and logistical support for the inclusive learning process. One of the reasons for these problems is the lack of a unified legal framework in the Russian Federation, the lack of a document regulating all of the above aspects.

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IN-SERVICE TRAINING FOR ENGLISH LANGUAGE TEACHERS: PROJECT-BASED LEARNING WITH AUTHENTIC MASS MEDIA

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The research explores the potential of in-service training for English teachers who are interested in enhancing students' English proficiency as well as developing their media literacy and critical thinking with authentic mass media. The author shares her latest experience of providing in-service training at Dostoevsky Omsk State University. Alongside with a bunch of modern English language teachers (ELT) methodology issues, the program centers around project-based learning incorporated into the practical course of English. According to the suggested approach, projects in the form of students' presentations based on English and American mass media support and motivate students to reflect on and investigate how their own and other cultural beliefs, attitudes, and norms are shaped.

Media literacy is universally recognized as the ability to comprehend, analyse and interpret media messages.From the variety of versatile if not competing definitions of critical thinking, the author of the research has come to understanding of the notion as a concept presupposing students' ability to think independently and reasonably within the scope of a given (media) text in a wide context. While the sphere of critical thinking differs with respect to the educational goals, one thing is certain. Being critical thinkers, students are supposed to avoid biased or prejudiced opinions, to be open-minded to a wide range of print and digital media.

It is a part of a larger body research that investigates mass media studies incorporated into the regular ELT course. The author highlights the potential of the students' projects, provides an example of a series of them.

Keywords: ELT methodology issues, authenticity, learning experience, project management.

Nowadays, teaching and learning a foreign language cannot be diminished to the direct teaching of linguistic skills. English teachers face an unequalled challenge: bridging the gap between traditional teaching aimed at developing all kinds of students' listening, reading, speaking and writing skills, and communicative teaching focused on contextualizing the language, developing students' critical thinking, media literacy. Thus, apart from the traditional content of in-service training for English teachers like knowledge about and competence of a foreign language which is of primary importance being a prerequisite for language teaching as such, the latest program for such training held at Dostoevsky Omsk State University included some aspects of teaching that are often neglected in the ELT classroom. Namely, it concerns the idea of contextualizing the language, bringing the outside world into the ELT. Highlighting the importance of language teachers' proficiency in raising awareness in this sphere, we concentrated on project-based learning with the help of mass media.

One of the most effective and modern approaches from this perspective would be integrating mass media into the ELT classroom. It is based on the Module “Mass Media Analysis and Interpretation” which has been incorporated into the practical course of ELT for students of several departments at Dostoyevsky Omsk State University (OmGU), 5-7

semesters. The Module for students of History Department who major in international relations is incorporated into two semesters. Lessons for the last semester are designed in such a way that students could apply their knowledge, skills, and ability to master real-world concepts that were geared toward their academic as well as professional needs. With this going on, most of the program is based on project-based learning (PBL).

Before going further, let us clarify the difference between 'doing projects and 'PBL'. Whereas doing projects typically presupposes the idea of any short-term, non-systematic (if not occasional) undertaking, carried out individually or collaboratively and possibly involving research or design, that is performed by a project team to achieve a particular aim, PBL is somewhat different. Its methodology implies pedagogically sound lessons and activities in which students learn doing real-life and personally meaningful projects. Additionally, PBL is to hold curriculum and some kind of instruction, or support materials. Apart from collaboration, due to its intrinsic nature project-learning activities inevitably require students' critical thinking and problem solving, as well as project team collaboration, and various forms of communication on a systematic basis. To be able to create high-quality work, members of the project team are supposed to do much more than remember information. They need to display higher-order thinking skills and ability to work as a team [Beckett & Slater, 2000].

With the above-mentioned things in mind, developing the Module for the seventh semester, students of History Department, OmGU teachers moved beyond comprehension of terms and language exercises from the textbooks in order to engage students in project/research-based, authentic,

real-life issues. Let us mention the criteria facilitated by the Buck Institute for Education as a framework for PBL: intellectual challenge and accomplishment; authenticity; collaboration; project management; reflection; public product [Yazdanpanah, 2019:4]. All of these criteria are equally important. In accordance with them, students are required to learn deeply, think critically, strive for excellence. They must work on projects that are meaningful to their culture as well as their lives, their future. Collaboration with other students in person or online and/or guidance from teachers and experts is equally important. Project management process students use enables them to proceed effectively from project initiation to completion. Special accent is placed on the display of students' work that is to be publicly discussed, and analyzed [Buck Institute for Education, 2019]. Due to the nature of the module 'Mass media analysis and interpretation' and the prearranged program of the students who major in international relations, it should also be emphasized that all students' projects within the Module are to be based on authentic English and American mass media. The bulk of the material must be presented in the form of multimedia, so all projects are inevitably designed as video projects – the video part is accompanied by the presentation in the PowerPoint format.

The recent topics for the students' projects are designed in such a way as not only to enhance students' language proficiency but also to contribute to their media literacy and critical thinking ability. Some of the sample topics suggested for the projects were "News and Views across the Globe", "Russia in Western Mass Media", "Use your Own Judgment". Following is an example of a series of Omsk students' video projects applying the criteria of the above-mentioned framework. It is video project: "Greta

Thunberg's Challenge". When objectives for the project were aligned, the Greta Thunberg's story integrated into the project was to be interpreted in all possible ways. Not only students had to translate and analyze most of the available authentic materials in English (G. Thunberg's speeches), they were also to interpret environmental activists-related material, pros and cons of the so-called 'Greta effect', 'flight shame', etc. Here are some examples of the mass media covered by the project:

– Greta Thunberg's speech to world leaders at UN Climate Action Summit in New York. URL: https://youtu.be/KAJsdgTPJpU

– Greta Thunberg's interview on whether she'd meet with the President. URL: https://youtu.be/rsNskDfd5CM

– School strike for climate – save the world by climate changing the rules – TED talks URL: /youtu.be/EAmmUIEsN9A

– Vladimir Putin criticizes Greta Thunberg's UN speech on climate change – BBC News. URL: https://youtu.be/1CnyqLogH0Y

– The 1975 ft. Greta Thunberg. URL: https://youtu.be/2rPC6oC_5rU

The final stage of the project was performed in the form of the role play 'Greta effect –rescue or musical?': all activities G. Thunberg spearheaded (the anti-flying movement promoting train travel over flying, etc.) were discussed from the point of view of pros and cons of them. Unfortunately, the framework of the article does not provide any chance to specify how the project was structured as seen by the framework for PBL we had described earlier. A survey distributed at the end of the course summarized the opinion of the class. Most students considered the experience of PBL meaningful and significant. Part of them felt it helped

them develop and apply research skills they had gained from their professional subjects.

During the final classes of the conducted lessons within the in-service training dedicated to the PBL with authentic media, teachers themselves performed the suggested projects so as to master the procedure and "taste" the technology for themselves. Teachers evaluated it highly because, in their view, with proper planning, apart from enhancing students' language performance, media literacy and critical thinking, they could facilitate development of their effective, manageable, and motivating learning experiences in the project-based, media-oriented classroom.

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CONTRASTIVE ANALYSIS OF THE NAMES OF LOVERS IN ENGLISH AND RUSSIAN LANGUAGES

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The paper attempts to make a contrastive analysis of Russian lexemes *liubovnik, liubovnitsa* and English lexeme *lover*. To research this issue, we looked for noun equivalents in both Russian and English that correspond to the same status of relationship. The study was carried out by using the method of an entire excerption from different lexicographical sources: The New Big English Russian Dictionary edited by J.D. Apresyan, Cambridge International Dictionary of English, Webster's New World Dictionary, and Collins English Dictionary for Advanced Learners, Frequency Dictionary by S. Sharov, the Frequency List of British National Corpus and others. To analyze the contrastive pairs, we used the formalized parameters on the basis of comparative-parametric method: index of denotation lexemes identity, index of connotation lexemes identity, index of functional lexemes identity, integral index of lexemes identity. If integral index of seme identity is 100 %, the match is considered to be equivalent to the actual source of the language. If the value of index varies from 51 % to 75 %, the match is appropriate. If the value is 26-50 %, the match is acceptable. In a case where the index value is less than 25 %, the match is recognized as irrelevant. Total mismatch of denotational, connotational and functional indices of lexemes identity leading to the zero value of integral index, indicates the absence of equivalent.

Keywords: contrastive analyses, comparative-parametric method, indices of lexemes identity, equivalents, national specific.

This paper attempts to make a contrastive analysis of Russian and English lexeme *lover* (*liubovnik, liubovnitsa*). To research this issue, we looked for noun equivalents in both Russian and English that correspond to the same status of relationship. My study was carried out by using the method of an entire excerption from different lexicographical sources: The New Big English Russian Dictionary edited by J.D. Apresyan, Cambridge International Dictionary of English, Webster's New World Dictionary, and Collins English Dictionary for Advanced Learners, Frequency Dictionary by S. Sharov, the Frequency List of British National Corpus and others.

The research showed that Russian lexemes have a well-developed network of English equivalents. Thus, Russian lexeme *liubovnitsa* has 11 English equivalents are as follows: *beau, doxy, fancy woman, girlfriend, inamorta, leman, mistress, lover, paramour, partner, woman*, lexeme *liubovnik* has 13 equivalents: *bae, beau, boy friend, fancy man, inamorato, lady friend, leman, lover, man, partner, paramour, toy boy, sugar daddy*. To analyze the contrastive pairs, we used the following formalized parameters, introduced by L.V. Lukina on the basis of comparative-parametric method [Sternina, 2014: 6]:

Index of denotation lexemes identity – ratio of denotational semes matching to the total number of semes of this category defined in contrastive pair;

Index of connotation lexemes identity – ratio of connotational semes matching to the total number of semes of this category defined in contrastive pair;

Index of functional lexemes identity – ratio of functional semes matching to the total number of semes of this category, defined in contrastive pair;

Integral index of lexemes identity – average number of denotation, connotation and functional lexemes identity [Lukhina, 2010: 31].

After L.V. Lukina we did not mark denotational semes, and capitals letters are used to denote connotational semes. Functional semes are written in italics. Non-matching semes are highlighted in bold and assigned the value 0, partly-matching – 0.5, matching semes – 1.

Table 1 – Equivalent matching

Lexical pair	Comparative characteristics	
	The Russian lexeme	The English lexeme
1	2	3
Liubovnik – Man	• person • male • being in extramarital affair with any woman, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • *colloquial* • *nationwide* • *modern* • *common* • *highly-used*	• person • male • being in extramarital affair with any woman, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • *colloquial* • *nationwide* • *modern* • *common* • *highly-used*

Table 1 continuation

1	2	3
Liubovnitsa – Woman	• person • female • being in extramarital affair with any man, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • *colloquial* • *nationwide* • *modern* • *common* • *highly-used*	• person • female • being in extramarital affair with any man, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • *colloquial* • *nationwide* • *modern* • *common* • *highly-used*

According to the scale of transferable equivalents developed by D.V. Kozelskaya there are six categories of possible translation matching. Thus, if integral index of seme identity is 100 %, the match is considered to be equivalent to the actual source of the language. If the value of index varies from 51 % to 75 %, the match is appropriate. If the value is 26-50 %, the match is acceptable. In a case where the index value is less than 25 %, the match is recognized as irrelevant. Total mismatch of denotational, connotational and functional indices of lexemes identity leading to the zero value of integral index, indicates the absence of match [Kozelskaya 2018: 3].

The research shows that lexeme *lover* has equivalent, optimal, appropriate and acceptable matching (see Tables 1-3).

In these contrastive pairs all the indices are 100 %, therefore we can consider them to be an equivalent matching.

Table 2 – Optimal matching

Lexical pair	Comparative characteristics	
	The Russian lexeme	The English lexeme
Liubovnik – Innamorato	• person • male • being in extramarital affair with any **woman**, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • *colloquial* • *nationwide* • *modern* • *common* • ***highly-used***	• person • male • being in extramarital affair with **his partner**, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • *colloquial* • *nationwide* • *modern* • *common* • ***rare***
Liubovnitsa – Mistress	• person • female • being in extramarital affair with any man, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • *colloquial* • *nationwide* • *modern* • *common* • ***highly-used***	• person • female • being in extramarital affair with any man, married or unmarried • • • NON-EVALUATIVE • UNEMOTIONAL • *colloquial* • *nationwide* • *modern* • *common* • ***infrequent***

In this pair integral index of lexeme identities are 93 % and 76 %

Table 3 – Appropriate matching

Lexical pair	Comparative characteristics	
	The Russian lexeme	The English lexeme
Liubovnik – Beau	• person • male • being in extramarital affair with any woman, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • colloquial • nationwide • modern • common • highly-used	• person • male or female • being in extramarital affair with his or her partner, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • colloquial • nationwide • obsolete • common • rare
Liubovnitsa – Doxy	• person • female • being in extramarital affair with any man, married or unmarried • NON-EVALUATIVE • UNEMOTIONAL • interstyle • nationwide • modern • common • highly-used	• person • female • being in extramarital affair with any man, married or unmarried • getting into extramarital sexual relations for payment • NON-EVALUATIVE • UNEMOTIONAL • slang • nationwide • archaic • common • rare

In these contrastive pairs integral indexes of lexemes are 76 % and 72 %.

As a whole, lexeme *lover* has 2 equivalent matches, 10 optimal, 5 appropriate and 2 absences of equivalents. It indicates well-developed national peculiarity in Russian and English languages. Further investigation of these nouns as well as other groups of nouns referred to the group of relatives and relations would help to better understand the national specific and the picture of the world of English-speaking people.

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DESIGNING THE COURSE "INFORMATION COMMUNICATION TECHNOLOGIES IN EDUCATION" FOR BEGINNING ENGLISH AS A FOREIGN LANGUAGE TEACHERS AT ASTRAKHAN STATE UNIVERSITY

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Higher education has evolved in recent years toward a shift from traditional teaching methods to Information Communication Technologies (ICT) enabled teaching focusing on the role of the teacher capable of designing quality ICT-content. This paradigm shift emphasizes the need to provide beginning teachers of English as a Foreign Language (EFL) with a set of competencies which they can rely on through their future career. In view of the relevant literature, ICT in Education course was designed with the aim of addressing and developing beginning EFL teachers' teaching competencies in combination to ICT knowledge competencies. The course was implemented in Astrakhan State University, department of English Philology and 60 undergraduate trainee teachers participated in it. This paper describes a step by step guide to the instructional design process, starting from basic course information, description of the course content, its key learning activities and successful pedagogical strategies utilizing ICTs for teaching to some practical examples of ICT-enhanced lessons designed by students themselves.

Keywords: ICT, higher education, course design, ICT-enhanced lessons.

Higher education has evolved in recent years toward a shift from traditional teaching methods to ICT enabled teaching which helps to create a more engaging environment both for teachers and learners. This paradigm shift emphasizes the need to provide beginning EFL teachers with a set of competencies which they can rely on through their future career. According to the Russian State Educational Standards, EFL teachers should have the following professional competences: be ready to use effectively ICT technologies and tools for effective learning and development [FSES, 2011]. To achieve this goal, teacher educators who integrate ICTs in their courses should not only know how to use the new digital tools and resources but also be capable of designing quality ICT-content for their classes [Kali & McKenney, 2012: 23]. They should be adequately equipped with computer and didactic competences so as to fulfil their new roles as experts in the ICT enhanced learning process. They should act as role models for prospective EFL teachers by using new ICT tools in their courses [Singh, 2014: 2023]. All instructional designers agree that ICT offers a number of tools to implement theories such as socio cultural concept, multiple intelligences and others [Resta, 2002: 10; Witfelt, 2000: 34]. Moreover, ICT encourages interactions, development of collaborative culture, utilization of active learning and introduction of feedback in proper context [Harmon & Jones, 1999: 29].

To design learning materials using ICT tools the following pedagogical principles need to be carefully considered: the teacher should always keep the learning at the center of all activities, pedagogy should be at the heart and integration of pedagogy-technology should be the central focus; teachers should know that merely ICT tools do not make good ICT

enhanced pedagogy. The main question is how should the learning environment be designed using ICT as tools? What tools should be included into the course? Should students be only users of the ICT tools or they should also be capable of designing the tools themselves? What key learning activities, utilizing ICT tools and pedagogical strategies should be used? What is needed to teach beginning ESL students design ICT-enhanced lessons themselves?

To find answers to the questions above, "ICT in Education Course" was designed with the aim of addressing and developing beginning EFL teachers' teaching competencies in combination to ICT knowledge competencies. The course was implemented in Astrakhan State University, department of English Philology and 60 undergraduate trainee teachers participated in it (September 2020 – June 2021). The present study can be used as an integrative part of the course to demonstrate the beginning EFL teachers the connection between key learning activities, utilizing ICT tools and pedagogical strategies that can be used in their future classrooms. To achieve this result, we asked beginning EFL teachers to work out lesson plans that they can make wide use of during their teaching practices in secondary schools. The task was given at the end of the 2021 Spring semester. In sum, 60 second-year students majoring in EFL Teaching from the Faculty of Foreign Languages, Astrakhan State University participated in the study (49 females and 11 males). The participants were informed about the aims and objectives of the study. Theoretical and practical knowledge the students got during the course helped them to create their own lesson plans and incorporate ICT related tasks. All in all, 60 lesson plans were created at the end of the

course by beginning EFL teachers which helped to find and analyze which of the techniques were more effective in shaping digital and critical skills of the students.

Let us take a closer look at the "ICT in Education" course content. There were two practical seminars per week during 16 weeks. Totally there were 32 practical classes. There was also one lecture per week. All in all, there were 16 lectures during the course. The course was outlined by major topics and included four parts. The title of the first part was "Introduction to ICT in Education: key terms". In the first part students learnt theoretical material about key ICT terms, ICT tools classification, search engines, Wiki technology, Russian and world search engines, English Online Dictionaries, Electronic Catalogues: Google Scholar, Cyber Leninka and many others. The title of the second part was "Use of ICT in teaching beginning EFL teachers". In the second part students had hands-on experience and found the answers to the following questions: How to find what you want on the Internet? What is the didactic potential of Wiki technology? How to use Wikipedia, Wikidictionary, Wikiquide, Wikinews, Wikipedia Simple English for learning, teaching and research? What is the didactic potential of English Online Dictionaries? What is the EFL potential of Macmillan Dictionary Online, The Free Dictionary Online, Cambridge Dictionaries Online, Multitran, Reverso Context? How to use Google services, such as Google Docs, G Suite for Education in the process of teaching English to foreign learners. And finally they practiced didactic potential and new functions of PowerPoint. In the third part "Modern teacher's arsenal of ICT tools" students learn about Vocabulary Visualization on the Internet. They also

tried to create and use in the EFL classroom different Web 2.0 technologies: Word Clouds, Memory Cards, Quizlet, Memrize, Digital Storytelling, Padlet, Microsoft White Board, Quizzez, Kahoot, ZipGrade. The title of the fourth part was "ICT Enhanced Lessons created by students". During this part students created their own lesson plans trying to properly incorporate Learning Web 2.0 technologies they covered during the course.

The course contained the following instructor-graded assignments, which were uploaded online via Astrakhan State University Moodle System. Let us give an example of the key learning activities: 1) *How do you make a crossword puzzle online? What is the best crossword puzzle maker? Test two of them and compare their functions. Is there an app to make crossword puzzle? Describe two ways to make and use EFL Crossword Puzzles. Give examples on the best examples of crossword puzzles in teaching vocabulary in EFL classroom. Create your own Crossword Puzzle on any of the topics: Cinema, Modern Methods of Transport, Education, etc.; 2) Have a look at the following online dictionaries: Macmillan Online Dictionary, The Free Dictionary, English Oxford Dictionary, Cambridge Dictionary, Oxford Learners Dictionary, Collins Online Dictionary. Answer the following questions: Which of the dictionaries has a) "A Word of the Day" section; b) "Spell the Words" section; c) "Emoji game" section; d) "New Words" section; e) "Collocations" section; f) Dictionary of Synonyms; g) Quiz with pictures; h) "Buzzword" section; i) You can translate from Russian into English? 3) What is Padlet? How can we use Padlet in EFL classroom? Give examples of 5 creative ways to use Padlet for EFL teachers. Record a video for your*

future students under the title "How to use Padlet in the Classroom"; 4) Make a list of top 3 Educational YouTube Channels. What makes them educational? How can they be used in EFL Classroom? Create activities and exercises based on the YouTube videos.

During the course beginning EFL teachers were involved in purposeful activities in which they were active participants rather than passive receptors of information. They were given a number of practical assignments which were graded by the teacher. Here are the examples of the instructor-graded assignments from the ICT in Education Course: 1. *Create an Interactive Game in PowerPoint on the chosen topic. Create step-by-step Instructions (with screenshots); 2. Create an Interactive Game Memory Card on the chosen topic. Create step-by-step Instructions (with screenshots); 3. Create a Quiz Your Game (in Russia Svoya Igra) on the chosen topic. Create step-by-step Instructions (with screenshots); 4. Make your Digital Story on the chosen topic. Create step-by-step Instructions (with screenshots).* Beginning EFL teachers were actively involved in constructing their knowledge using Web 2.0 technologies that might facilitate creative and critical thinking of their future students. Students were trained on how ICT can be implemented into classroom practices, which in turn raised their confidence in their ability to use ICTs in their future classrooms effectively.

Conclusion. To gain the maximum effect of ICT enhanced learning, more attention needs to be paid to the following aspects: 1) teacher educators should move from focusing merely on technology itself and instead be able to make effective use of the didactical potential of ICT tools; 2) teacher educators should choose ICT paying attention to

advantages and limitations in achieving educational objectives; 3) beginning ESL teachers should be shown clear connection between technology and larger educational goals; 4) beginning EFL teachers should be involved in purposeful activities in which they are active participants rather than passive receptors of information, i.e. study in constructivist learning environments; 5) beginning EFL teachers should be actively involved in constructing their knowledge using Web 2.0 technologies that facilitate creative and critical thinking; 6) it is important to foster in beginning EFL teachers the need to develop a high level of self-confidence with using ICT; students should be well trained on how ICT can be implemented into classroom practices, which in turn will raise their confidence in their ability to use ICTs in their future classrooms.

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MOBILE LEARNING AND FOREIGN LANGUAGE TEACHING: HOW DO THEY ALIGN?

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Digital development together with the forced transition to online learning have encouraged foreign language learners to rely more on using mobile technology in the language acquisition process. Emerging mobile technologies have thus led to innovative learning and teaching experiences.

This study is aimed at focusing on the concept of mobile-assisted language learning (MALL) and the application of MALL technologies in teaching Academic English to the senior students of the Linguistics department in NUST 'MISiS'. The aims of the study include investigation of students' attitude to smartphone use in the context of English language learning, revealing the frequency of smartphone use for foreign language learning purposes, and identifying the most common areas of using smart phones in professional English language study. This research also looks into the benefits of mobile learning and the way mobile learning can contribute to face-to-face classes. It mainly focuses on the advantages of mobile applications, such as online dictionaries, and analyses the factors that contribute to student engagement and motivation, possibility of adopting the learner-centered approach, and improvement of the students' study process with the help of MALL technologies.

Apart from advantages, the paper also dwells on the limitations of using mobile learning in language learning and teaching.

Keywords: mobile learning, mobile technology, student engagement, mobile applications in learning, student motivation.

Introduction. In the technological era it seems almost impossible to envisage one's life without the use of mobile technology. With its invention in the 1940s and with the start of massive production in 1973, mobile phones remained solely a means of mobile connection for decades, until the situation drastically changed in 2007 when first touch screen smartphones emerged on the market. Since that time the use and application of mobile phones has evolved from making calls and sending text messages to a much broader array of purposes, such as making pictures and videos, writing emails, browsing information on the internet, online shopping, etc. Apart from this, the benefits of mobile technology for educational purposes cannot be overestimated. The wide adaptation of mobile technology to the learning needs and requirements has led to the emergence of what is now known to be mobile learning or m-learning.

M-learning is considered to be the predecessor of electronic learning (e-learning), and CALL (Computer Assisted Language Learning), leading to MALL (Mobile-Assisted Language Learning) [Luque-Agullo, 2015]. Practically, m-learning is defined as environmental learning based on mobility of technology, mobility of learners and mobility of learning that augment the higher educational landscape [El-Hussein & Cronje, 2010:17]. According to another definition mobile learning offers the possibility of accessing information and learning materials from anywhere and at any time [Ally, 2009:1]. It is of crucial importance to admit that m-learning provides learners with an opportunity to access education at any

place, at any time in any situation. Thus, mobile learning differs from computer-assisted language learning because it uses portable devices, emphasizing the interaction and spontaneity of access [Kukulska-Hulme & Shield, 2008].

The current study has an aim to answer the following research questions: What is the students' attitude to the use of smartphones in educational purposes? What are the benefits of mobile technology use while educating senior students?

In order to perform this study, the in-class and outside-of-class work of senior students has been considered. In total 58 students have taken part in the research. All participants are currently studying at the Department of Foreign Languages and Communication Technologies at NUST 'MISiS'; the subject in focus is Cambridge Academic English for advanced learners.

Methodology. Since the purpose of the quantitative part was to evaluate mobile learning acceptance among senior students of the Linguistics department, the applied method was a qualitative observational data collection method. In the qualitative part, the phenomenological approach was used in order to extract students' experiences in using mobile technologies in learning, which is believed to be the method in which the research objective is to discover an experience [Clark & Creswell, 2014]. In the present study, the discovered experience is the faculty members' use of mobile phones in education.

The statistical population of the quantitative part of this study included 58 male and female students of the Linguistics department at NUST 'MISiS'. In the quantitative part the ways the students were using mobile technologies were observed during classes, i.e. the frequency of

mobile technologies use for various purposes (reading, watching videos, listening, writing, using mobile and online applications, etc.). The results of observations were carefully kept track of and documented. In the qualitative part, in a phenomenological study, the individuals' lived experiences of a phenomenon were taken into consideration. In order to do this, the students were asked questions about the conveniences of mobile learning for faculty members, benefits of using mobile phones, the effect of mobile learning on their sense of self-efficacy, and the challenges they face in using mobile phones such as: 'Do you prefer using your mobile phone for reading a text?'/ 'Why do you prefer reading the text from your mobile device rather than from a paper book?'/ 'What devices and resources do you use if you need to check on the meaning of a new word?', etc. All questions were asked during classes while performing various educational activities.

The application of mobile technology in professional English language study. When scrutinizing the use of mobile technology, such as smartphones and tablets, for professional English language learning purposes, it has to be noted that its application might be divided into in-class use and outside-of-class use. Regardless the context of use, mobile devices show a wide range of learning possibilities [Kolb, 2008; Brazuelo Grund & Gallego Gil, 2011; Mosavi Miangah & Nezarat, 2012] which might help to integrate the application of newer technologies for improving certain language skills such as vocabulary learning, listening comprehension, grammar learning, pronunciation and reading comprehension, writing and speaking.

The contribution of m-learning to synchronous and asynchronous learning. First of all, it should be mentioned that according to the observations, 100 % of students who took part in the research are currently using a mobile device (a smartphone or laptop) for educational purposes during the class. The most frequent use of a mobile device that was noted among the students is for the purpose of replacing paper books with the electronic version of the book to rely on during the class. It has been observed that only 4 students out of 58 use paper books while performing in-class activities based on the course book. Other areas of mobile technology use will be considered further on.

In order to promote speaking at such stages of class work as lead-in or warm-up students received pictures or short videos, which were sent to the group *WhatsApp* chat. The task was to open the files using mobile devices, and comment on what they saw on their smartphone screens. As one of the alternatives to pictures and videos, quotations or debatable statements were also sent to the group chat in order to ensure students' comments, short debates, and facilitate discussion in pairs or mini-groups of three. Apart from using mobile devices as a visual support in speaking activities, students were encouraged to employ their gadgets for the academic presentation delivery. In this case they had to make a voice recording of the presented material and send it to their teacher via *WhatsApp* in a private message. As has been revealed, 100 % of students used their smartphones to perform the task.

Another skill that was practiced using mobile technology was writing. Here the students participated in a number of activities aimed at practising and improving their writing skills, such as: typing in words /

phrases using *Mentimeter.com* application, sending in written translation of sentences to the *WhatsApp* chat, filling in the gaps and writing sentences, short texts, comments in *Google* Forms, preparing outlines of their academic essays in the *Notes apps* in their smartphones. Moreover, it has been revealed that for preparing and carrying out academic essay writing, more than a half of students used *Notes apps* on their smartphones in order to prepare drafts of their essays as well as other written tasks such as introduction to research, research outline, describing the methods section, literature review, etc. The students have admitted that they normally prepare their written tasks 'on the go', that is on their way home from the university, or vice versa. In this way smartphones proved to be an inseparable part of students' learning experience, and only ensured the possibility to study at any place and any time.

The next skill that was taken into account and practiced via mobile technology was reading. Needless to say that most reading nowadays is done with the help of smartphones: books are downloaded to smartphones and then opened with a variety of apps, information is browsed and searched on smartphones, files are sent and opened using mobile technologies, etc. In the classes of English for academic purposes the students were offered to search for necessary information on the Internet using their smartphones in order to prepare their mini-presentations, group presentations, in-class debates. The information had to be read, analysed, summarized and presented orally. Apart from the mentioned above task it has been observed that the vast majority of students tend to use their smartphones for performing built-in book reading activities, as well as for opening doc, pptx, pdf, odt, text files and reading the information

presented there. The students justify the use of smartphones for the purpose of reading by the fact that smartphones possess a wide range of functions which allows them to perform reading activities, and, moreover, they are easy to carry anywhere which is not the same about heavy and large-format paper books.

As for listening activities, mobile technologies were applied in a wide range of ways. For instance, the teacher sent audio course files and tracks and videos to ensure the fulfillment of built-in exercises in the book or perform additional tasks based on the students' skill to perceive audio or video information. In all cases all students natively used their gadgets to open and listen to the sent files. It is worth mentioning here that students admit using their smartphones for listening to various information such as podcasts, *TedTalks* presentations, watching videos on various *YouTube*, *Instagram* and *TikTok* channels for the sake of developing their listening skills in the target language on a voluntary basis, which implies their listening on self-regulated initiative and excludes teacher control and interference.

In terms of grammar and vocabulary acquisition the tasks that have been implemented included filling in the gaps, translating sentences, picking the right option and other typical exercises, and were all designed and presented to the students with the help of various online tools and applications (e.g. *Kahoot, Google Forms, Padlet, Mentimeter, Socrates*, etc.) to be done on their mobile devices. As well as in the aforementioned activities, the students were to use their smartphones to reach the task both in class and outside the class. One more crucial point to bring about in this aspect is the constant use of online dictionaries. The students were either

encouraged or at times directed by their teacher to check the meaning of a word / phrase / idiom during the class or they had to access the online dictionaries on a self-regulated basis each time they encountered an unknown vocabulary unit.

Conclusion. The research of mobile technology application both for synchronous and asynchronous study of English for academic purposes has revealed its positive impact on such aspects of language learning as practising grammar and vocabulary, working on and improving students' listening, reading, writing and speaking skills. All participants of the research felt at ease while performing activities using their smartphones or other mobile devices, which highly increased their motivation to learn and complemented the learning experience. This positive perception of mobile devices implementation to the study process might be explained by the fact that mobile technologies have become an integral and natural part of everyone's daily life and integrating them to the educational process now seems inevitable and only beneficial for both students and teachers. In the era of digital progress, it is essential to encourage the use of mobile tools for the sake of adapting to the students' new ways of approaching the world and processing information, making them feel integrated, motivated and working collaboratively. Mobile devices may foster cooperation, autonomous and informal learning and increase critical thinking [Luque-Agullo, 2015]. In particular, concerning second language acquisition, these technologies can be used to help learners develop the skills, both receptively and productively.

Nevertheless, there are a number of limitations that have to be mentioned. Mobile learning has not been accepted by a significant number

of teachers who disapprove of students' use of smartphones in class. Part of the problem may be due to generational differences between digital natives (students) and digital immigrants (teachers), being the later those that are in charge of the "development of the digital competence of the former" [Cortina-Pérez et al. 2014: 233]. On the other hand, there is an opinion that has its grounds to exist, that mobile technologies, smartphones to be more precise, tend to distract rather than involve students into the learning process.

Despite the fact that some minor disadvantages might take place, advantages of mobile technologies application still outweigh the disadvantages. It may be highly recommended to teachers to accept the fact that smartphones have become an integral part of everyday routines and may be successfully implemented into the educational process for the purpose of involving students into educational activities and motivating them to participate in class routines. Furthermore, it may be recommended that teachers should promote and reward using mobile technologies during classes to ensure student engagement, high pace of activities and positive feedback from students.

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LANGUAGE LEARNER DIFFERENCES: SEEING, TESTING, DEALING

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Learner diversity can cause a range of challenges to language teachers and hampers the individualisation of learning. Timely diagnostic assessment allows language teachers to choose the most effective approaches to the given learner / learners, predict the pace of language acquisition as well as possible pitfalls, avoiding trial and error method. Moreover, it helps learners themselves to gain awareness of their learning peculiarities and in this way to become more productive and autonomous in the process of mastering the foreign language. Unfortunately, language teachers are not always aware of the available ways to define learners' differences and, consequently, are not able to take them into consideration while organizing activities for students. The author shares the experience of implementing in the language teaching practice the techniques which can define the learners' characteristics affecting language learning acquisition. Some of the factors which should be taken into consideration are learners' preferred learning style, their beliefs, the range of language learning strategies used by learners, their language personality etc. In some cases, the use of proper tests and observations can prevent both language teachers and their learners from facing big disappointments and failures.

Keywords: language learners' characteristics, diagnostic assessment, learner's beliefs, language learning style, language learning strategies.

One of the most frustrating things language teachers face is the situation when they make use of the techniques which have proved to be effective in many cases previously but all of a sudden appear to be unproductive. The learners get disappointed and lose motivation while the teachers become unsatisfied and even can lose confidence. Timely learner diagnostic assessment can not only prevent this situation but also contribute a lot in solving the defined problems as its results show what learner's differences might have trigged the failure. Diagnostic procedures would be helpful in different situations, for example, when a beginner struggles with a target language, or when a fossilization occurs at advanced level. It allows teachers to predict the pace of acquisition and possible pitfalls. The results of such inventories serve as grounds for choosing appropriate teaching materials and methods. Moreover, it helps teachers and learners avoid trial and error methods and, thus, prevent distress and burnout. It should be mentioned that implementing of diagnostic procedures encourages students to share responsibility for the outcomes and makes them more autonomous. It must be confessed that in mane cases language teachers are quite reluctant to use diagnostic tools as considers these procedures to be from the psychologist repertoire. The article aims to show possible ways of choosing and implementing diagnostics tools into language teaching practice in order to prevent or solve the emerging problems.

Teachers should know how to use appropriate tools to test learners' differences. Preferably these tools should be correctly implemented in classroom activities. Nevertheless, in certain cases diagnostic assessment would be more effective if it is taken personally outside the classroom. It

can be carried out even by a different member of the stuff or by a language learner adviser who is a specially trained teacher [Reinders, 2006]. The aim of these diagnostic procedures is to find the learners' peculiarities which negatively affect the language acquisition and to define the characteristics and resources which can be helpful for the particular learner.

There is a variety of factors affecting second language acquisition. Therefore, the more tools and techniques the teacher uses to reveal the culprit of the student's unsuccess the more ways to tailor the classes and activities to learner's needs can be used. Some of the most crucial factors are:

- L1 peculiarity and L1 usage;
- language learner's beliefs;
- language learner's preferred learning style and language learning strategies.

Considering the influence of L1 peculiarity and L1 usage it should be mentioned that English is the language with a fixed word order. This fact causes difficulties for learners with flexible L1 as SVO (subject – verb – object) order is not embedded into their inner program of speech production. The learners who tend to produce non-SVO utterances in their first language face more difficulties acquiring English [Igolkina, 2018]. Analysis of the Russian utterances produces by the learners is considered to be a useful diagnostic tool as it shows what type of word order the learner tends to produce in his native language, namely SVO or non-SVO type sentences. Beginning learner of English can be asked to describe a photo or a picture without any recommendations and restrictions from the

teacher. Different types of sentences, separate words, elliptic structures, both incoherent utterances and utterances without cohesion can be used. As a result, the teacher has the utterances which can be analysed from word order point of view. In case the majority of the learner's utterances lack SVO word order, it may imply that this learner needs certain assistance in providing his/her inner speech production programme with an instruction or algorithm responsible for the proper implementation of the inner speech production programme. Sentence building activities, transformation exercises and speech production with the help of the schemes of a complete orienting basis of mental actions can be really supportive for them.

Another source of problems language learners face is learners' beliefs. Beliefs are a central construct in every discipline. A number of conducted studies shows that learners' beliefs predetermine the choice and possible use of language learning strategies [Altan, 2006; Chang, 2010; Horwitz 1988]. Unfortunately, the chosen combination of strategies is not always the one which leads to high performance. Sometimes learners do not know what should be done to gain success. One of the ways to identify the learners' beliefs is to use Beliefs about Language Learning Inventory (BALLI) designed by Horwitz [Core]. This inventory gives a thorough scope of learners' beliefs and attitudes. It is worth mentioning that discussion of learners' beliefs can become part of English classroom activities.

Language learners' preferred learning style and language learning strategies should be taken into consideration in case the teachers observe their learners struggle with the foreign language acquisition. Sometimes it

happens that the teachers unconsciously impose their own learning style and strategies' preferences, disregarding learners' characteristics and needs. That is why both learners and teachers should be aware of their preferred learning styles and language learning strategies. There is a great number of surveys and questionnaires which can be used for these purposes. For example, Strategy Inventory for Language Learning [Best of Bilash] designed by R. Oxford. This inventory can show the range of strategies used by leaners [Oxford, 1990]. There is an online test which helps identify learning style [Education Planner]. The following learning style survey aims to raise students' awareness of their own learning style preferences, to inspire language learners to develop their learning style and also to help students foster respect for and awareness of diversity in learning styles [Kappler Mikk et al., 2009: 151-161]. The following resources will also be helpful for both teachers and learners [Cambridge Assessment, Oprosnik VARK].

Thus, diagnostic assessment is considered to be a supportive resource to prevent both language teachers and their learners from facing great dissatisfactions, unnecessary fatigue and possible failures. Mastering a wide range of tools to carry out diagnostic procedures can provide learners with the support they need. Therefore, language teachers should increase their awareness of possible outcomes of implementing diagnostic procedures into classroom practice and be ready to choose and use appropriate tools.

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BLENDED LEARNING VIA DISTANCE LEARNING: NEW APPROACHES IN TEACHING ENGLISH

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In the year 2020 the COVID-19 pandemic made students, teachers and educators all around the world switch to distance learning and teaching. It proved to be an utterly new experience in the history of education due to an unprecedentedly large number of participants involved in the distance learning who had to communicate remotely during a rather long period of time, for about an academic year. It should be underlined that the transition from the traditional face-to-face learning, when a teacher and students share the same space of the classroom, to a remote interaction had happened rather swiftly, immediately after the order of the university officials. Therefore, it is possible to determine this new format of teaching and learning as "a blended learning via distance learning". Obviously, distant interaction presupposes the use of digital means of communication. Having assessed the impact of the induced distance learning, and the changes that it brought into the organization of study, some participants of educational process disliked it from the initial moment of its introduction, denying any positive results; the supporters of blended learning, on the contrary, fancied the opportunity of the schedule flexibility, the chance to save efforts and expenditures that are normally necessary to be paid to get to educational institution and stay there sometimes nearly all day long to perform one's professional duties.

Keywords: blended learning, distance learning, digital platform, visual aids, independent learner, synchronous online interaction.

There have arisen heated discussions on the point what digital platform is more preferable to perform distance learning and teaching and it certainly can take more time in the future because financial profits and social prestige are at stake. Nevertheless, in spite of the chosen digital platforms, one won't argue that all of us are witnessing the introduction of the overwhelmingly new educational relations among the participants of the nurturing process. Let us describe some key features of the new pedagogical relationship having been shaped due to the necessity of distant synchronous online interaction.

First of all, it is necessary to mention a higher concentration on the speaker because of possible technical problems with ear phones, microphone or the Internet connection. In addition, strict time limits of each class demand punctuality and promptness from the course takers. In spite of certain constraints, nearly everybody has appreciated flexibility of learning remotely, the opportunity of sharing various links and information resources in a rather short time span providing the basis for a blended learning.

Secondly, it is worth putting an accent on visual aids while presenting the information to students. Visual format supports perfectly well other channels of perception, giving the opportunity to have a perfect command of the new material. Moreover, students from different geographical territories are able to build a partnership to carry out and present the results of a mutual project.

Thirdly, distance learning has given a remarkable ground to diversify learning terms for different students. It is obvious that some students, being very motivated independent learners, fulfill their educational program faster than their groupmates and can get additional creative assignments, having finished the course with an excellent grade earlier than other students.

To sum it up, blended learning, having been created several decades ago in the USA and Canada to meet the needs of different groups of working people [Graham, 2006: 3-21], has again confirmed its reasonable purpose of invention as a diverse and flexible educational format, in the center of which is a student.

There are different forms of blended learning, although the majority of the English Speaking and writing authors condense the variety of models to four basic ones: Rotation model, Flex model, Self-Blend model and Enriched-Virtual model [Staker H., Horn M.B., 2012: 8].

Russian tertiary education participants have been involved comparatively not long ago into the process of distance and blended learning; anyway, it is possible to describe some changes taking place in the current educational format approach. The survey, carried out recently by the author of the given article among the students and teachers at Novosibirsk State Technical University, presents the readiness to transition to a new, more flexible format of teaching and learning. 125 students of engineering faculties and 75 teachers of English participated in the questioner. The results of the questioner have shown that students are more enthusiastic and open to the engagement in blended learning. Blended learning is completely supported by 61.8 % of students. 36.4 % of the

students would like to take part in online learning and 1.8 % of the students, who took part in the survey, prefer traditional brick-and-motor education.

The same questions were answered differently by the teachers participated in the survey. 59 % of the teachers insist on the preserving brick-and-motor education format, 38,5% of the teachers stay for the blended learning and just 2.5 % of the respondents among the teachers are ready to deliver classes only online.

It is a remarkable fact that 91 % of students consider themselves ready to take responsibility for their education in the situation of introduction online or blended format of education. Just 9 % of the students confessed that they would not be able to control themselves and manage their schedule in the situation of independent learning. Teachers, answering the questions of the survey, predict the decrease of the quality of education in case of the blended learning adoption (46.2 %). At the same time, 61.5 % of the teachers consider blended learning to be developed more intensively in the nearest future. Among the obstacles preventing a more dynamic development of blended learning both teachers and students emphasize insufficient technical literacy and digital equipment provision of the participants of educational process. Although, it should be taken into account that a certain group of students and teachers do not have appropriate conditions at their homes for study because of the lack of a working place, noisy family members, etc. It should be emphasized that both groups of the respondents confess that they highly appreciate face-to-face communication which can be completely authentic just in the situation of traditional brick-and-motor education format. More

than 70% of respondents strongly disliked the lack of motion which they faced during two previous semesters of learning and teaching.

All the facts and statistics, mentioned above, present a rather new situation in Russian education, which evidently will develop further. More surveys, more detailed research is necessary to carry out in different educational institutions of the Russian Federation to evaluate advantages and disadvantages of blended learning via distance learning, to develop new educational approaches, to design new educational programs. Nevertheless, teachers and students together admit that blended learning is an inevitable process and will develop more intensively and dynamically in the nearest future.

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FROM PAPER TO CYBER: THE HISTORY OF SCOTTISH LEXICOGRAPHY (ON THE BASIS OF J. JAMIESON'S DICTIONARY)

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It is recognised that lexicography, a fertile ground for scientific endeavour, is deeply indebted to English researchers. That is confirmed by a historical reference pointing to a particular timeline (the 16th century). This was the time when the first of its kind writer's reference books began to appear in England, surpassing the rest of Europe in this aspect. Although English lexicography has become pivotal in this issue, it is clear that it has not developed the science of lexicography unilaterally. Thus, Scottish lexicographers also introduced authentic and detached dictionary branches, e.g. glossaries of difficult and sparse Scottish words. The background to the origin and further development of various national lexicographies has been addressed by studies for many centuries. Throughout this steady research, a host of patterns and trends that accompany the genesis of a particular state's lexicography have been described. Thus, all these creative and research innovations were made possible only by the publication of a comprehensive explanatory dictionary responsible for uncovering one particular language. Hence, Scotland has J. Jamieson's "An Etymological Dictionary of the Scottish Language", which serves it as a linguistic competence and cultural treasure trove. The aim of this paper is to examine, through scientific experimentation and lexicographical analysis, the genre and typological

movements of the evolution of Scottish lexicography using the experience of J. Jamieson's dictionary, ranging from print to electronic editions. The study shows that Scottish lexicography is a real phenomenon in British lexicography.

Keywords: Scottish lexicography, explanatory dictionary, cyberlexicography, dictionary entry, megastructure.

Every country has a dictionary that serves it as both a linguistic competence and a cultural treasure trove. Therefore, England has Oxford Dictionary whereas Germany has the Grimm Brothers' Dictionary. However, in Scotland the pillar of vocabulary activity is the dictionary of J. Jamieson [Karpova, 2013: 50]. Each of them has proved to be significant in its own way, yet only Jamieson's dictionary (together with the entire Scottish lexicography) has lacked appropriate professional consideration. The primary reason for such a complicated circumstance stems from the classification of Scottish as a dialect [Trudgill, 1991: 13]. On the other hand, this can also be explained by the fact that English lexicography, which originated in the middle of the 16th century (two centuries ahead of Scotland), had a historical and lexicographical genre precedence, expressed by means of concordances to the entire oeuvre of Chaucer, Milton, Shakespeare and other English writers. These lexicographic works represented complete illustrative material for a dictionary entry, as they possessed complete summaries of quotations from certain literary works [Karpova, 2011: 49]. In any case, before finally gaining recognition, Scottish lexicography had to put its most authoritative dictionary to the test of time and quality. Jamieson's dictionary has thus

gained a wealth of experience and in many ways has changed beyond recognition, and this becomes all the more evident and credible one considers its history in chronologically.

It is high time to note that "An Etymological Dictionary of the Scottish Language" was not created easily, as the Scotsman J. Jamieson had no financial support from his state. Nevertheless, he took great advantage of his position as a priest, enabling church sources – incunabulas, manuscripts and grimoires – to remain at his disposal. Due to such constraints, in 1802, long before the final printing, the author of the dictionary decided to distribute its material by means of a catalogue subscription in the *Edinburgh Magazine*.

In 1808 J. Jamieson's first two-volume etymological dictionary of the Scottish language received its first printed edition. The author was one of the first to stand up for the idea of preserving the Scots language and speak openly about its possible extinction if it is not enshrined in writing. It was these intentions that led to the creation of the dictionary, which covered about 800 Scots words and phrases, accompanied by comprehensive definitions. Being a versatile person with a wide range of interests, J. Jamieson maintained a cordial relationship with his compatriot, the famous writer W. Scott [Grierson, 1932: 68]. They shared the same reverent attitude towards their country, prompting the famous writer to contribute to the compilation of the dictionary, which is expressed by the dictionary entries developed and suggested by himself [Jamieson, 1808: 243-254].

The presentation of this dictionary has proved extremely successful, since it has polyphonically addressed issues of Scottish lexicography

development (Chapter II "*Models and Rivals*"), the stages of the dictionary construction (Chapter III "*The Dictionary Takes Shape*"), the user's perspective (Chapter IV "*The Pulse of the Public*: *Promotion and Publication*") and principles of the dictionary construction (Chapter V "*Inside the Dictionary*").

When compiling material for his dictionary, the author not only referred to pre-existing glossaries, notably "Rudiments of the Latin Tongue: Or a Plain and Easy Introduction to Latin Grammar" the work of T. Ruddimann [Jamieson, 1808: 124], but also employed vernacular sources, Scottish songs and ballads. He also cited local newspapers and Scottish spoken usage, which largely made his independent work different from similar English works of that time.

J. Jamieson's deliberate and wise decision to periodically edit and re-publish the dictionary alongside the natural obsolescence of the material is to be particularly commended. The first of these updates occurred in 1825, when an appendix to the dictionary (*Supplement*) was published first, followed shortly afterwards by another (*Abridgement*). The fact that the dictionary reflected the most up-to-date and vivid vocabulary from current literary and educational works, including the 1824 *Gallovidian Encyclopedia*, was a precedent in the history of Scottish lexicography.

The success of this dictionary brought J. Jamieson not only fame and recognition, but great responsibility as well. In other words, the lexicographer required volunteers whose enthusiasm and motivation, on the one hand, gave rise to the phenomenon of volunteer lexicography and, on the other hand, significantly shaped the *Supplement* section.

A brand new stage in the development of this dictionary was commenced when it began to receive direct assistance from English lexicographers. A particular case occurred in 1888, when the lexicographer Ch. Mackay, known as the author of "New light on some obscure words and phrases in the works of Shakespeare" dictionary, considered the best work in English writer's lexicography, created a post-Jamieson dictionary of the Scottish language. He addressed his dictionary to a certain audience consisting of the English users who read the works of such famous Scottish writers as R. Burns, W. Scott, W. Dunbar and others [Macleod, 2012, p. 83]. Among all the innovations, it is the etymological characterisation of headwords in the microstructure of the post-Jamieson dictionary that is worth highlighting.

After J. Jamieson's demise, posthumous re-editions of the dictionary were made. For instance, the third four-volume edition of the dictionary was published between 1879-1882 and edited by D. Donaldson, who had supplemented the corpus with new headwords and annotations. Since that time J. Jamieson's dictionary has been regarded as the epitome of an etymological dictionary of the Scottish language. Unfortunately, this lexicographical study only inspired all later works, while it itself underwent no change.

Thus, by the early 20th century with the publication of two famous dictionaries of the Scottish language "The Scottish National Dictionary", 1931 (SND) and "A Dictionary of the Older Scottish Tongue: From the Twelfth century to the End of the Seventeenth", 1913 (DOST) Jamieson's dictionary has lost its position even more clearly, as the material from the dictionary became obsolete. But in 1985 the compiler of "The Concise

Scots Dictionary" (CSD) managed to rationally combine J. Jamieson's Old Scots vocabulary and material from two new reference works (SND and DOST) in one volume.

However, the story of Jamieson's dictionary did not end there. Looking at the opening horizon of possibilities and following the learning-oriented isoglosses of modern English dictionaries, the disseminators of Scottish dictionaries decided to convert J. Jamieson's lexicographical work into online version [Rennie, 2012: 219]. Due to the achievements and insights of the rapidly developing cyber-lexicography, the lexicographic heritage of this work was finally made available online (www.scotsdictionary.com) as early as 2008, which was tantamount to a second life. However, this dictionary was not simply transferred to the online mode, instead, owing to the available technical possibilities, many previous drawbacks of this dictionary (e.g. a lack of cross-referencing) have been successfully eliminated.

To recapitulate, the creation of "An Etymological Dictionary of the Scottish Language" stands out as a great event not only for Scottish lexicography, but for the whole world as well. The very existence of this dictionary goes far beyond a single paper book. On the contrary, it has been updated and republished innumerable times, drawing the attention of researchers from all over the world. This, in turn, has given rise to the development of volunteer practice in lexicography. In addition, the Scottish lexicographer was one of the first to raise pressing questions about the theory of lexicography: target group, sources, the formation of dictionary mega-, macro- and microstructure compiled on historical principles. A distinctive feature of the etymological dictionary of J.

Jamieson is also the presence of examples of spoken usage, as well as cultural boxes that have preserved the language and culture of Scotland to present days. Moreover, the lexicographic experience of J. Jameson showed a vivid example of how English and Scottish lexicography should interact and make mutual influence in the theory and practice of compiling academic dictionaries of national and small languages, among which dialect glossaries stand out. They not only serve as reliable sources for creating an etymological dictionary, but also remain independent areas of special lexicography with their own subject and object.

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ADAPTING TEACHERS TO CHANGES IN THE CURRICULUM

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Changes in the curriculum always have an impact on the learning process, which involves various stakeholders, such as students, teachers, supervisors, heads of educational institutions, and others. Despite the intensive development of mentoring and other types of support for participants in the educational process undergoing changes, the nature of adaptation to it is still poorly understood. The most vulnerable link in this chain is obviously the teachers who are directly responsible for the implementation of the program. The analysis of the surveys of teachers involved in this study made it possible to make the process of this adaptation to changes more transparent, to identify the main difficulties faced by teachers, and to anticipate them. Preliminary results show that the reaction to changes in the curriculum, beliefs and attitudes of university teachers directly depend on their mastery of knowledge in the field of pedagogy, the development of their pedagogical skills.

Keywords: adaptation, teaching quality, professional development, contribution, conduct, digital learning.

The topic of adaptation is most often raised in relation to young professionals, but experienced employees from time to time are faced with updates in the curriculum, forcing them to expand their own horizons, acquire additional skills that meet the requirements of the developing society, and are adequate to the circumstances in which the educational

process takes place. As examples of secondary adaptation of experienced teachers, they often cite the the need to switch to a distance learning format in universities as a preventive measure adopted by governments in 2020 to prevent the spread of the COVID-19.

Despite the scale and unexpectedness of such government measures, teachers with adequate technical support should not have faced serious difficulties in performing their duties, which nevertheless occurred in some institutions [University Management, 2020]. The main reason for professional failures in dramatically changed conditions may be the inability to see the relationship between periodically occurring periods of secondary professional adaptation, on the basis of which it would be possible to build some continuity of behavioral and other attitudes that prevent exaggeration of difficulties. This study aims to test this assumption by comparing the reasons for the unsuccessful adaptation of higher school teachers with the reasons that hinder the adaptation of employees in other fields, and to identify the most effective ways to raise teachers' awareness of the factors that affect their work efficiency during the period of adaptation to changing working conditions.

University teachers are not different from employees of other professional fields who found themselves in similar unexpected and unusual circumstances in 2020, which forced many of them to change their work style drastically. Therefore, to clarify the context of the consideration of the issue, we should turn to the term "adaptation" and its tools. Thus, secondary adaptation implies combining previously acquired skills, knowledge, and experience with new conditions and requirements for their implementation. Among the main factors influencing the adaptation

process are the following: average age of employees, the predominant gender in the team, the level of qualification of the team, microclimate in the team, personal qualities of the adaptable employee, features of labor organization, prestige and attractiveness of the position in the organization, the frequency of change of managers, the psychological type of the organization [Savina & Ishkov, 2011].

The reasons that hinder the adaptation of employees, traditionally imply different values and priorities of the company and the employee, disappointed expectations (non-compliance with requirements), not established relations with the team, working conditions (workplace ergonomics, workload) [Kibanov, 2005].

Turning to statistical data confirming that the reaction to changes in the curriculum, beliefs and attitudes of university teachers directly depend on their mastery of knowledge in the field of pedagogy, the development of their pedagogical skills, it is worth noting the results of a survey of faculty and students on the development of distance education in the context of the COVID-19 pandemic, conducted by the RANEPA Social Research laboratory, voiced by the head of the laboratory Dmitry Rogozin during the panel discussion “After the pandemic: adaptation of university teachers to the distance learning format” on September 17, 2020 at the European University in St. Petersburg, moderated by Ekaterina Babelyuk, Adviser of the Minister of Science and Higher Education of the Russian Federation, and with the participation of managers of Moscow, federal and regional universities of Russia: Moscow State University, Pskov State University, Southern Federal University, European University, Russian Academy of Education.

The all-Russian survey of university teachers on the development of distance learning was conducted twice. At the first stage, from 10 to 15 April inclusive, 58,612 people took part in the study, 33,987 complete questionnaires of which, based on the results of the sample for the representation of Russian regions, made up the final array.

At the second stage, from June 25 to July 10, 42,382 people took part in the study, which indicates a slight decrease in the activity of teachers, the final array consists of 27,484 complete questionnaires.

Remote online training was implemented both synchronously (lectures in real time — Skype, Zoom) and asynchronously (individual consultations in messengers and by mail — 84 %) by the most of teachers (75 %).

A survey in April showed that the negative attitude to the abrupt transition to distance learning was caused by violations of the usual lifestyle, the established daily routine, the need to spend a lot of time at home, often not adapted for this. At the same time, most of the respondents indicated that they are almost always in an online environment (83 %) and rate their competence higher than their colleagues (75 %), that is, the problem is not in categorical rejection of the remote format as such.

At the second stage of the study, the uncomfortable home environment for conducting classes as one of the key factors of rejection of the distance format was replaced by the need to change the course program.

In general, the study showed that it is not distance education that is criticized, but the current extreme experience of teaching at home. Self-isolation is a shock version of distancing that has formed a community of neo-pessimists willing to criticize higher education.

The study revealed common problems of modern education: falling attendance, lack of motivation among students, unbalanced teaching load.

The results of this study are confirmed by the experience of Pskov State University, which during the pandemic managed to partially switch to a remote format due to the transfer of advanced training of teaching staff from ordinary digital competencies to competencies specifically in relation to the profile discipline of teachers. As a result, many of those who initially reacted negatively to distance education changed their minds [University Management, 2020].

Based on the results of this study, the Southern Federal University (SFU) also develops methodological recommendations for the organization of the educational process using remote technologies, covering a wide range of issues from the psychological aspects of new forms of the educational process to the ethics of business communication in an online format [University Management, 2020].

The Russian Academy of Education is also engaged in similar issues, namely: the elimination of technical problems of educational platforms (simplification of the work of these platforms), the organization of training seminars for teachers on working with digital resources, tools and electronic educational systems, as well as on the formation of soft skills; the creation of a system of psychological service of the university for teaching teachers and students the skills of effective communication using digital means [University Management, 2020].

Today, there are also universities where this practice is not innovative. In National University of Science and Technology ‘MISiS’, for example, there are departments with a developed support system for

teaching staff. For a more detailed discussion of the issue, the system of adaptation and support of teachers of the Department of Modern Languages and Communication implementing the well-known program Touchstone@MISIS can be considered [Bondareva, 2012].

A survey of 43 teachers of the department conducted in 2021 showed that the most popular adaptation tools are trainings and workshops (86 %) and mentoring (76.7 %). Teachers are assisted by mentors and coordinators of the modules of the program, which is based on the method of blended learning. The module coordinator is responsible for developing teaching materials, tests, maintaining of the program, teacher's guidance and support.

To achieve a balance of learning when performing tasks in the classroom and on the platform, calendars are created and updated to combine work on the platform and in the classroom with an emphasis on certain activities that are worth doing online.

The coordinator also participates in developing a score-rating system which is also considered to be the instrument of adaptation [Lebedeva, 2003]. The scores that are counted toward students' final grades reflect their skills and knowledge formed. Since tools such as the calendar and the score-rating system are open documents, the module coordinator must understand, how and for which tasks the points are distributed. In addition, the module coordinator collects and processes data provided by teachers on completed tests and quizzes, project activities, and other rating indicators that are markers of students' progress in the module. The work of the coordinator also includes developing test tasks (quizzes, midterm tests, final tests), conducting internal exams KET, PET.

Another initiative of the department aimed to improve the academic environment is the creation of a professional development group. This is a group of teachers who are in a professional search for solutions to the difficulties that the changing academic environment poses to them. Communication with colleagues at trainings, seminars, and conferences contributes to the expansion of professional knowledge.

The Professional Development Group has launched a system for monitoring classes and developed tools that allow teachers to identify those points of the lesson that aroused professional interest or questions in the course of observation, with maximum benefit for themselves and colleagues.

In addition, there are a number of preparatory seminars, mini trainings, where teachers can orient themselves in the tasks of observation and set goals for their reciprocal visits.

According to the data of the action research, the level of trust of teachers to mentors is quite sufficient (53.5 %). The overwhelming majority, however, still prefers the support of colleagues (93 %) and department heads (81 %).

For the successful implementation of the program Touchstone@MISiS interaction of methodologists, coordinators, administrators, and working groups is not just important, but it is an essential factor in the effective organization of the academic process. As a result of this continuous interaction, trained staff demonstrates a high quality of teaching (teaching quality), commitment to professional development (professional development), the exchange of experiences and knowledge (contribution) and professional attitude to work (conduct).

To standardize teaching approaches and practices, the department has established a Quality Assurance Group, whose responsibilities primarily include monitoring compliance with standards and compliance of the teacher and his work with these standards, namely, the quality of teaching in the classroom and attitude to work.

The tool called the Form for Standardization of the Educational Process in the Classroom and the Personal Professional Development Card are documents used in two stages of working with teachers.

Using the Form for the standardization of the educational process in the classroom allows to confirm or deny the presence of such important components for the modern educational process as the presence of visual support for explanations of grammatical structures, use of communication tasks, conducting group work, attention to tasks that develop transferable skills, availability of individual or group feedback, following the same rules of behavior in the classroom, maximum use of English (L1) to create language environment.

Before attending the class, teachers are enabled to familiarize themselves with this tool and ask clarifying questions. Then teachers provide the quality improvement team representative with a lesson plan and links to additional resources or copies of additional assignments for review.

After the observation of the lesson has taken place, the teacher and the observer meet to discuss and comment on the lesson. Based on what the observer has recorded in the lesson, he gives feedback to the teacher, who can clarify or explain his actions in the lesson.

Further, in the Personal Professional Development Card, the observer records together with the teacher the strengths and weaknesses in teaching and the steps for the nearest professional development.

However, the criteria used in the above procedure are not the only indicators of the teacher's professionalism. To determine the role and place of the teacher in the program and the area of his/her immediate development, the department considers his/her readiness to exchange experience and knowledge.

Depending on what criteria the teacher meets and how high their participation rate is, they are at a certain stage of mastering the Touchstone@MISiS program. At each subsequent stage, the teacher turns out to have attended the previous courses and mastered the skills necessary to confirm the previous category.

Novice teacher is required to complete an introductory course in blended learning (online and classroom CUP) and Touchstone Program (Department coordinators and trainers); participate in mini-trainings on teaching methods, which are regularly conducted by members of the Quality assurance group for all categories of teachers.

Competent teacher passes TKT, the international exam for English teachers; participates in training courses for students' preparation and assessment in international exams for low levels (KET and PET) conducted by CUP, BKC language center, experts-teachers of the department, and in training courses to prepare students for IELTS (BKC). They have internship at the Bell Language School, Cambridge on the following topics: mixed learning, academic English, from a teacher to a

teacher coach; from a teacher to a manager; development of methodological materials.

Professional teachers are certified in CELTA; IELTS (with scores from 7.0 to 8.5) and involved in conducting trainings on various aspects of the program for teachers of the Department, work as coordinators or administrators on the program, assess internal examinations as expert examiners, write scientific papers.

Requirements for Expert teachers: internship at the Bell Language School, Cambridge on the topic "Course design"; design of the entire course and description of English language training programs; design of courses for training teachers from other universities; guidance in writing programs for various English courses for other universities.

Despite such strict requirements for the teaching staff, it demonstrates a fairly high level of job satisfaction (86 %).

Working in different formats of organizing the educational process before the pandemic (off-line classes – 65.1 %, distant synchronous – 44.2 %, distant asynchronous – 16.3 %, blended – 48.8 %, hybrid – 14 %) allowed teachers to develop a certain flexibility and loyalty to the program.

Thus, the results of this action research correlate with the results of the study announced during the panel discussion "After the pandemic: adapting university teachers to the distance format" on September 17, 2020 at the European University in St. Petersburg.

The conclusion is the same: it is necessary to solve general problems of modern education, to raise the qualifications of teaching staff. The only way to ensure the continuous development of teaching staff is to develop a

unique adaptation skill that allows to adapt to unexpected changes in the curriculum quickly. The ability to adapt is the main skill for a career today.

Those universities that, having realized the importance of adaptation programs during the pandemic, design them, are recommended to use the following methodological sequence for creating an effective procedure [Shaposhnikova, 2009]:

– identify factors that affect the successful adaptation of new employees, develop criteria for evaluating the effectiveness of the adaptation procedure;

– determine the range of activities necessary for the understanding and successful perception of the existing rules and regulations in the educational institution by the employee;

– determine the circle of workers who will control these activities, delineate the areas of responsibility.

The circle of such stuff members, as in all modern organizations, should also include mentors who provide a favorable working microclimate and increase employees' awareness of stress management, which includes behavioral and cognitive methods of dealing with stress at work.

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STUDENT-FRIENDLY APPROACH TO LANGUAGE CLASSES FOR ENGINEERING STUDENTS: EXAMPLE OF NUST MISIS ENGLISH PROGRAMME

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The quality of education is largely determined by the success of students' mastery of the educational program, which in turn depends on a number of various factors. One of the priority factors is the attendance of classes. Faculty in higher education institutions oftentimes follow different attendance practices and policies: some make it compulsory and count toward the final grade while others do not. Even when attendance is not compulsory, many faculties believe in its positive effect in academic performance. In this article a summative analysis of the relation between attendance and academic performance (including retake results) in NUST 'MISiS' context will be given. The Department of Morden Languages and Communication provided data which were from four courses in the engineering departments in 2017-2020. The analysis of student performance showed that many students face the problem of mastering the curriculum due to the large academic load. The workload of each semester is determined by the students' book, which consists of 12 units and the number of academic hours equal to 10 academic hours per two weeks. Consequently, 25 % of all students fail the semester. It might be explained by either the lack of attendance or inability to cope with academic overload. In order to facilitate educational process and prevent increasing

number of failures the department provided the loyal attitude towards students. Sustainable attendance is likely to guarantee a positive result (pass of the course) while those who have already failed the semester are offered a round of retakes.

Keywords: attendance, language learning, student-friendly environment, performance.

Class attendance has always been an issue for any educational institution, especially the ones that focus on higher education. Many studies claim that attendance plays a significant role in the learning process and positively affects learners' performance, while absenteeism might lead to course failure. Provided that many modern universities do not count class attendance towards the final grade, it is considered as not a part of assessment but rather a monitoring tool for institution administration. Such a policy might eventually lead to an increase in students' absenteeism and significantly reduce average performance due to missed materials and practice. According to Credé et al. [2010: 273], the prediction of the course grade is more accurate while using class attendance statistics in comparison to other factors.

The language program for engineers in NUST 'MISiS' is provided by the Department of Modern Languages and Communication (IYAKT) and consists of 600 contact hours for all 4 years of studying. Given that during the semester students are to attend about 10 academic hours of English in two weeks they have to work intensively and cover 12 units of the book (*Evolve* books series). This undoubtedly creates a massive academic workload that, despite all of the potential benefits, could be

unbearable for some students. Moreover, the phenomenon of absenteeism has been considered a problem for many higher education organizations [Hamamci & Hamamci, 2010: 101]. While there is no direct connection between attendance and learners' performance, some studies claim that a high level of absenteeism is likely to cause worse performance or even course failure [Marburger, 2001: 99].

In order to deal with potential challenges for bachelor engineers, the Department of Modern Languages and Communication introduced a special approach that aims at meeting learners' needs and assisting them in case of failure. The key idea is providing an assessment system (BRS) that can ensure passing the course if attending most of the classes counting Class Participation activities (the graded tasks that should be completed during the lesson) and in-class tests towards the final grade. Additionally, a round of retakes is offered, giving learners one more opportunity to pass the course and get a satisfactory mark. A combination of these two options contributes to the general loyal attitude of the department towards students as English is a non-specialized subject for them. Considering both significant workload and potential absenteeism issues this approach might be an example of a student-friendly learning environment and even positively affect learners' performance. This article will describe the experience of the English program for bachelor engineers of NUST 'MISiS' and provide a summative analysis of the correlation between attendance and performance including students' results from retakes.

Findings. The data analyzed in the paper were provided by the Department of Morden Languages and Communication of NUST 'MISiS'. To carry out the research two key methods were applied: the statistical

analysis of figures in order to outline main information and following comparison of these figures over the four-year period. Overall, the general performance of 12,732 engineering students from 4 courses was considered.

The information presented in Figure 1 relates to the results of the fall semester of each year from 2017 to 2020. It is worth mentioning that an increase in the number of course passes and failures is directly connected with noticeable growth in the number of students in 2020. Overall, the general tendency can be seen with stable 75-77 % of students successfully passing the course, while only 23-25 % of them fail it.

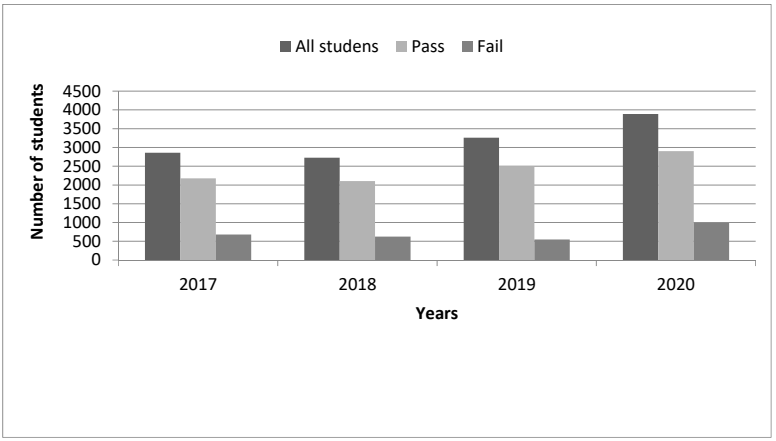

Figure 1 – Students' performance over 4 years (fall semester, 2017-2020)

The stability of course performance could be explained by either the expansion of contingent or program effectiveness. Provided that more students have entered NUST 'MISiS' in 2020 the number of passes is simply explained by the number of people taking the course and demonstrates an increase of 2 %. Moreover, this insignificant change could

allegedly prove an assumption that loyal attitude in terms of course assessment contributes positively to overall performance. As absenteeism tends to decrease students' chances to pass the course, it should be dealt with carefully [Marburger, 2006: 154]. Despite the fact that the overall impact seems to be minimal with less than a quarter of students' failures per semester, there is a way to reduce this number by promoting attendance for learners. Students who constantly attend classes are bound to succeed as they are not only actively involved in the learning process but also given opportunities to gain BRS points to pass the course.

Considering the possibility to retake the course, the number of students failing it might be reduced by up to 10 %. These data demonstrate that the major part of all students has a chance to pass the course providing the appropriate and student-friendly environment.

Conclusion. The experience of the Department of Modern Languages and Communication regarding the English program for bachelor engineers might be used as an example of creating a student-friendly learning environment and a basis for further research. The aforementioned approach enables students to be more motivated in terms of attendance as it can affect their grades positively and at the same time secure them from being demotivated by course failure due to the opportunity of a retake. The statistics show the strong positive stability in learners' performance which is allegedly achieved due to certain attitudes and program efficiency. To justify this hypothesis, the further research is needed in order to analyze the amount of attendance influence on performance and other factors that might affect students' results within the English program.

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A CASE STUDY: INTERDISCIPLINARY PROJECT WORK IN ELT USING PYTHON AT NUST 'MISiS'

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The integration of interdisciplinary projects into English Language Teaching (ELT) curriculum at a technical university remains to be accomplished. In an attempt to understand potential difficulties that may affect the implementation of integrated learning modules, the work focuses on the experience of ELT within the framework of interdisciplinary education by means of project work. The research is based on the relevant literature analysis, experiment and general observations of the educational process at NUST 'MISiS'. The interdisciplinary project called "Film Language Processing" was carried out in two groups of third-year students of BSc in IT and Computer Sciences and BSc in Physics. The project focused on making connections between two areas of learning, allowing students to immerse in applying their programming skills toward extracting frequently used meaningful chunks from authentic material in English and using their critical thinking toward creating and presenting visual statistics. The language instructor, who supervised these groups, possesses programming skills and is able to work with interdisciplinary considerations across curriculum boundaries. As a result, the analysis of the procedure and outcomes of this case example (1) revealed certain stages of this interdisciplinary project with the application of Python programming, and (2) defined the nature of potential difficulties of the

interdisciplinary project work. On this basis, these potential difficulties should be taken into consideration when designing integrated learning modules at a technical university.

Keywords: integrated curriculum, interdisciplinary project, Python, ELT, frequently used collocations, project-based learning.

Introduction. In recent years, an integrated curriculum has become widespread at educational institutions. In Russia, the modern educational process at a technical university is characterized by the following contradiction: universities provide fragments of ideas about future occupation. To resolve this contradiction, it is necessary, first, to design integrated learning modules; second, to create logical relationships between disciplines [Liubchenko et al., 2019: 136] at a technical university in the process of learning a foreign language; and, finally, promote workshops and teacher training in collaboration with special departments of universities. In this article the author focuses on interdisciplinary project work in ELT with the application of the Python programming language.

The problems of integrated curriculum have been recently reflected in much research on interdisciplinary relations and communications [Voskovskaya & Karpov, 2021; Sivokoneva, 2021] approaches to English for specific purposes (ESP) or content teaching (CLIL) [Tarnaeva & Baeva; 2019; Gural et al., 2020; Kapranchikova et al., 2021] and examples of Project Based Learning (PBL) [Semoushin et al., 2003]. The author of the article draws attention to the fact that the stages and content of an interdisciplinary project in ELT with the application of the Python programming language have not been clearly identified in any research

yet. According to the analyzed literature, ELT as a separate discipline is no longer relevant. Knowledge of a foreign language has always been considered a sign of good education, but now the emphasis is put on communicative competence in the field of professional communication [Tarnaeva & Baeva, 2019: 282]. It is possible to assume that the transition of ELT to interdisciplinary education is a natural process that leads to improvement of university training.

The synthesis of traditional subjects allows students to pursue learning in a holistic way and transfer their knowledge and skills to different settings [Semoushin et al., 2003: 1103]. As a result of such an approach to teaching, a remarkable educational result can be achieved. The emphasis is placed not only on hard skills (professional competence) but also on the importance of critical thinking, digital literacy and other cognitive abilities. However, this result can be enhanced through interdisciplinary project work based on problems which students may encounter on a daily basis in their professional life [Semoushin et al., 2003: 1103].

It should be noted that the discipline English as a foreign language (EFL) is a universal platform for the establishment of interdisciplinary connections [Voskovskay & Karpova, 2021: 571] at a technical university. The proposed interdisciplinary project “Film Language Processing” shows the connection between the explicit accumulation of authentic language material (frequently used unique collocations) and the application of the Python programming skills. It should be noted that the nature of the project raised the students’ motivation and, as a result, speeded up the training of future technical professionals with a high level of English

proficiency. The implementation of the project allowed to define four stages and seven potential difficulties that may occur in the process of learning.

Methods. The following theoretical methods were used: analysis, generalization, experiment and the observation of the pedagogical process at the university. The methodological basis of the study rests on the works in the fields of interdisciplinary education, ESP and PBL.

Discussion. The interdisciplinary project "Film Language Processing" was aimed at calculating unique collocations in the films by extracting certain information from unstructured text (film scripts). The main features of the project were the use of the Python programming language, visualization of the obtained data and creation of the language-based exercises. It should be noted that the aim of the project was not morphological analysis, sentiment analysis or parsing (syntactic analysis). Since the project was carried out in two groups of third-year students of BSc in IT and Computer Sciences and BSc in Physics, the task was to calculate the frequently used unique collocations in the characters' speech in these films.

The effective learning of foreign language should emphasize a lexical component – frequently used unique expressions. According to various studies, repetitive expressions make up about 50-80 % of the lexicon of a native speaker [Altenberg, 1987] and should be studied explicitly [Erman & Warren, 2000]. The particular value of this project was that it unconsciously accelerated the accumulation of collocations with grammatical structures embedded in them, which contributed to the development of fluency.

Thus, by carrying out this project, the students applied the knowledge, methods, technologies and algorithms of their major to solving problems from the field of linguistics. This synergy allowed them to learn how to analyze and extract information from a large body of textual data in English using the Python programming language.

Results. The interdisciplinary project "Film Language Processing" was conducted in four stages:

Stage 1. Pre-production. The students got divided into groups of 3-5 and agreed on a film director, films and then found the scripts of these films. It was also recommended to check or install the latest version of Python.

Stage 2. Production. The students continued to work in the same groups of 3-5. A ready-to use Python code was provided to the students in order to count frequently used unique collocations in the data set (film scripts). After that they needed to select up to ten collocations, check them in British National Corpus (BNC), Corpus of Contemporary American English (COCA), or any other corpus-based program and then develop three different receptive or productive language exercises (transformation, matching, gap-fill, etc.) that utilize these collocations and show us the ways to use them in different settings.

Stage 3. Post-production. The students continued to work in the same groups of 3-5. The task was to present the obtained data in the form of various types of graphs or infographics.

Stage 4. Distribution. The students presented the results of the project in the same groups of 3-5. After the presentation the students had to work

individually on LMS Canvas and write a review in 250 words that reflected their experience of the interdisciplinary project.

The following difficulties occurred:

– The methods and tools for visualizing statistical data should have been discussed in advance.

– The development of educational material revealed a number of linguistic issues. Types of collocations should have been discussed in details prior to *Stage 2*.

– The students experienced difficulties preparing language-based exercises.

– Each group had the same language-based exercises. It was necessary to draw students' attention to different types of receptive and productive exercises.

– Students needed support in finding the tools available for effective interaction with the audience.

– Presentation techniques should have been discussed in advance.

– The assessment of the project has proven to be very problematic. Transparent assessment is to be developed.

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MIND MAPPING AND ITS IMPLEMENTATION INTO EDUCATIONAL PROCESS

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Students should be able to gain and to structure necessary information, and mind maps is a meaningful and powerful tool helping them to study independently. A mind map can be defined as a graphic tool which usually contains a central idea, a key word or an image and some secondary ideas that radiate from the central one as its branches.

Mind maps can be successfully applied to teaching and learning most basic skills.

Organizing and memorizing vocabulary. Mind maps work in a similar way to our brains, and when we group related things and visualize them we remember them better. To introduce a new topic a teacher can offer a framework of a mind map and a list of new words and expressions, and encourage the students to explore the topic and add new branches.

Learning and teaching grammar. Many students face certain difficulties in understanding English grammar. Experience shows that students who use mind maps to organize and learn new grammar rules easier understand them and apply them more successfully.

Reading comprehension. Students can be asked to make a mind map of an article or a text they have read to quickly jot down its gist.

Speaking and writing. Mind maps are a good way to organize ideas during the process of brainstorming before further writing or speaking activities.

Mind maps is an excellent recourse which helps students to succeed in foreign language acquisition.

Keywords: mind map, learning techniques, effective learning, non-linear thinking, motivating.

In the process of studying students have to structure and memorize tones of information, they have to make a lot of notes and usually their notes have either the form of linear sentences or the form of key words which are chaotically located on the page. However, psychologists state that linear thinking is not natural for our brain, the human brain works sporadically, jumping from topic to topic. Thus a better technique than a linier outline is a multi-dimensional outline which allows us to put down our ideas in the form of free diagrams.

At the beginning of 1970s a famous psychologist Tony Buzan created a very effective learning and thinking tool, supporting non-linear thinking, which is known as mind maps.

Buzan defines a mind map as a graphic technique for holistic thinking which supports all the brain functions – memory, creativity, learning and thinking.

According to Buzan, the basic characteristics of mind maps are as follows:

– there is the subject of attention in the centre, which sometimes may be represented by an image;

– some branches which are in an obvious connection with the central idea stem outwards the centre;

– there are different levels of branches, the closer the branch is to the main idea the closer relation it has to the main theme;

– each branch carries one key word or an image.

There are several reasons why mind maps can be considered as a meaningful and powerful learning tool helping students to study more effectively.

Structure. The basic feature of mind maps is their well-defined hierarchical structure. According to Buzan, linear notes block the potential of thinking and thus make learning unreasonably difficult. He explains that organizing our thoughts or the information we have into a mind map, we support connection among items and create our own associations, which in its turn supports cognitive depth.

Motivation. Mind mapping technique generates motivation and stimulates learning as the students who are motivated are more willing to devote their free time to learning. Besides, well-structured, originally-designed and unique mind maps prevent negative feelings and make students more engaged in the process of learning.

Personalization. Mind mapping makes learning a personal process, as students organize their thoughts according to their personal feelings, associations and experience and thus stimulates memory and helps to remember the information included to a mind map much better.

Creativity. Mind maps are very close to art, they are full of colors and shapes that support creative thinking and finding original associations. Psychologists emphasize the importance of using creativity in classes as it

supports the co-ordination of the right and the left hemispheres of the brain.

There is a wide range of mind maps implementations – they can be successfully applied to teaching and learning all the basic skills. We have implemented mind-mapping techniques into the course of ESP in Voronezh State University, and here are the ways we use them in our classrooms.

Organizing and memorizing vocabulary. Mind maps work in a similar way to our brains, and when we group related things and visualize them we remember them better. To introduce a new topic a teacher can offer a framework of a mind map and a list of new words and expressions, and encourage the students to explore the topic and add new branches.

Learning and teaching grammar. Many students face certain difficulties in understanding English grammar. Students tend to write new grammar rules in a linear manner; however, our mind does not usually come up with ideas this way. The human brain uses a multi-dimensional outlines, which is very similar to the way mind maps are organized. Experience shows that the students who use mind maps to organize and learn new grammar rules understand the rules easier and apply them much more successfully.

Reading comprehension. We offer our students to make a mind map of an article or a text they have read to quickly jot down its gist. Mind maps enable students to find connections and detect hierarchies between individual pieces of reading.

While reading students complete a mind map with four ***key aspects***:

General information: students write the name of the author and of the book, provide background information about the author, capture the setting of the story, or give the outlines/summaries of the chapters.

Characters: students describe the characters and give their connections.

Plot: students describe the initial situation, the conflict, the climax, the suspense and resolution.

Vocabulary: students are asked to add new words either in separate branches or in groups as parts of different topics.

Speaking and writing. Mind maps are a perfect way to organize ideas during the process of brainstorming before further writing or speaking activities. They enable students to see the whole picture of the argument, to plan what they are going to write or to talk about and to structure the essay or speech logically.

To sum up, mind maps is an excellent recourse which serves to form cognitive abilities of students, motivates them and helps them to succeed in foreign language acquisition.

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CREATING STUDENT-CENTRED PROJECT-BASED COURSES IN ENGLISH USING MOODLE

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This paper identifies a set of student-centered instructional design principles tailored to the needs of ELT instructors teaching online. In recent years learning management system (LMS) in higher education has transferred from mere content and information repository to daily communication platform. Users of distant courses expect LMS to give the best user experience and usability. When designing student-centered Moodle courses, instructors select tasks, readings, make decisions about how study time will be used, and plan assignments based on the contribution these components make toward achieving the learning goals identified for the course as well as understanding the students' perceptions. In order to prepare students to work together in the global, distributed workplace of today, Moodle course template should be modified from a regular instructor-led cohort course into a student-centred project-based course. It is mentioned that Moodle includes a social constructionist approach to education, emphasizing that learners can contribute to the educational experiences in alternative ways. Moodle functions of online learning not only give opportunities for active discussions, idea sharing, and information changing, but they also provide a means to cooperative learning for students. The design of peer interaction in the course establishes a connection between language skills and sub-skills and academic skills. Finally, the paper offers a series of recommendations to

design student-centred project-based courses that can generate new knowledge, attitudes and behaviour.

Keywords: student-centred approach, English language teaching, online course, Moodle, course design principles, constructivism.

A number of relative studies pointed out that online learning is reshaping the way knowledge is delivered. Technology has emerged as a promising solution to lifelong learning and on the job workforce training [Zhang et. al, 2004: 76].

Online technology has recently become an important resource for instruction for English language teaching. Internet-based education motivates students to interact more in their target language as they are independent in expressing themselves while doing the online tasks. Furthermore, online communication increases students' cognitive abilities, including critical thinking and reflection [Chiang, 2004: 311].

As students become active agents in the classroom, the notion of student-centred learning in educating students toward the direction of language learning development is highly supported [Jacobs, 2016: 16-17]. In teaching courses in English, the main student-centred approaches are: attending to learners' needs through integrating language and content, raising students' awareness of their active role through tasks and projects, leading learners towards autonomy through peer cooperation, and instructional communication.

In the same strand, when designing a student-centred course, instructors make decisions based on information about the knowledge and

skills students bring to the course with the goal of enabling students to benefit and learn from virtual instructional activities.

Garrison, Anderson, and Archer developed a set of principles to support engagement in an online environment to achieve educational goals. They propose that learning is more than interactions among participants and should be embedded within a community of inquiry that provides opportunities for the development of cognitive presence, social presence, and teaching presence [Garrison et.al., 2000 as cited in Stavredes et.al, 2014: 82].

Moodle learning management system (LMS) is widely used in universities to transfer foreign language teaching and learning. The scholars mentioned that Moodle includes a social constructionist approach to education, emphasizing that learners can contribute to the educational experiences in alternative ways. Moodle's features reflect student-centred approach in various purpose characteristics, such as enabling student autonomy in learning, encouraging the students' intrinsic motivation for learning new ideas, skills and knowledge [Baskervill, 2005: 148].

Additionally, emotions, not just information, matter to students. Research indicates that the more students can develop relationships with other learners and the instructor, the greater satisfaction they will have [Picciano, 2002: 23].

The purpose of this study is to identify which features of the Moodle LMS influence on students' attitudes, social interaction and collaboration in project-based courses of pedagogy in English.

For data collection of this study a questionnaire with Google forms and semi-structured interviews were employed. Firstly, the questionnaire

was developed to examine 32 MA students' perspective and attitude of using Moodle as the course LMS. Secondly, interviews were conducted with 4 lecturers who actually implemented Moodle into their instruction. They were interviewed by the researcher about how exactly they use different features in Moodle to enhance student-centred project-based approach in their courses. The qualitative information was lately analysed from the answers to the questionnaire and transcriptions of the interviews. The insights and responses of these two groups of participants of the education process were the focus of the evaluation as to the effects and impacts of using Moodle as an e-learning tool.

Moodle can be used to create online courseware which provides opportunities for interaction. This LMS has great potential for justifying the statement of social constructionist view. The main characteristics of student-centred project-based online courses include the following: a common start and end date; a clear timeline, with milestones; collaborative activities that involve students working together in groups; accessible feedback from peers and instructors; a space for students to share files and edit each other's files; projects that require students to learn new skills and achieve higher standards of quality [Nash, 2018: 107].

The survey result revealed that Moodle facilitates student-centered learning. The calendar is used to notify students of the set activities so that students could plan and prepare themselves before the study time. However, the calendar can be a powerful tool for goal-setting. The instructor makes sure that more milestones and reminders are placed in order to stay on track. The timely completion of tasks should be recognized and rewarded. The calendar can be arranged to reflect key

timeline dates, and emoticons or other encouraging icons can be inserted. Badges can also be used to motivate students. For example, one can develop a badge to be awarded at the completion of key milestones.

The main activities that are used in student-centred course are forum, workshop, and wiki. A discussion forum is set up to enable students to post their thoughts and respond to each other. Students can post comments on journal entries of classmates or discuss a topic on an online discussion board.

The advantage of a workshop activity is that it allows students to learn from each other and to learn from their mistakes. When they assess their own work or their peers' work, they enter comments in accordance with instructions, which can be posted in Instructions for assessment.

When the students read the comments, they can then apply the suggestions and insights to a revision of the documents that we have created for students to assess. The revision can be submitted as well, which allows more feedback and reflection on one's work and can be enhanced through the Feedback expandable link, which allows you to select the number of feedback attachments and the feedback size and write a conclusion that appears in the gradebook.

According to the facilitation of Moodle, not only do functions of online learning give opportunities for active discussions, idea sharing, and information changing, but they also provide a means to cooperative learning for students.

Wikis are good for encouraging students to gain in-depth knowledge of a concept by taking a hands-on, collaborative approach. Wiki permits students to cooperate quickly and easily, and the final results can

incorporate collaboratively edited text as well as contributed video, audio, and images from members of the team. Numerous open source and free tools for audio and video can be used for these purposes (Audacity, YouTube's video editor, etc.). Once the students have finished contributing to the wiki, the instructor can grade the activity and determine grades based on the quality and quantity of student contributions. The instructor can enter the Comments window at any time during the process in order to give guidance. If it's done well, a wiki can create a wonderful sense of pride and companionship and be very motivating as well as informative.

Student projects can take many forms, or include portfolios. The key feature is that there are many different versions that are built over time and constant review and revision allow one to build on prior knowledge and develop self-awareness.

To conclude, Moodle is a free LMS that novice and experienced educators can use to promote student-centred learning. This is because Moodle provides friendly and affordable tools to support students' interest and motivation to be actively engaged in their educational experience. The abilities of Moodle such as increasing access to the course, supporting shared creation and mastery of knowledge, cooperative learning are very essential in the university learning environment.

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EMOTIONAL INTELLIGENCE DEVELOPMENT IN TEACHING ENGLISH IN PRIMARY AND SECONDARY SCHOOL

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The article is devoted to emotional intelligence (EI) development as a way to shape student’s communicative skills. The author shares her experience in EI development at lessons and some techniques working with primary and secondary schoolchildren. Also the article represents the results of an experiment conducted by the author which reveals effectiveness of EI development in all language aspects.

Keywords: emotional intelligence, EI, development, teaching, teamwork, communication, emotions, contact.

Nowadays, the problem of the connection between feelings and reason, emotional and rational, their interaction and mutual influence wakes up interest of most scientists and methodists. Emotional intelligence is a phenomenon that combines the ability to distinguish and understand emotions, manage their own emotional states and the emotions of communication partners. Currently, many experts believe that a person's emotional intelligence quotient may be even more important than the intelligence quotient, and can be crucial for success [Johnson, 2009: 30-31].

The concept of emotional intelligence was developed in 1990 by psychologists Peter Saloway of Yale University and John Mayer of the

University New Hampshire. Their work demonstrated the influence of emotions on human thinking and behavior. According to modern scientists and methodologists, the emotional sphere, along with the intellectual one, plays a crucial role in the formation of language skills and speech skills in the native and foreign languages in primary school age [Gottman, 2005: 17].

The advanced development of children's emotional sphere improves the quality of learning a foreign language at an early age. Studies of Russian and foreign psychologists have shown that the ability to think, recognize, identify emotions and control your emotional state is a trait of highly developed emotional intelligence and professional competence of the 20th century [Armstrong, 2004: 42].

Today, the relevance of the development of emotional intelligence is due to the requirements of the new federal state educational standard, which sets the main goal of educating and developing the student's personality.

So, what is emotional intelligence? It's the ability of a person to understand and control their emotions, as well as the emotions of others, and build interaction with society on this basis [Goleman, 2009: 12].

Emotional competence contains the following components:

– *Self-awareness* is the main component. A person with a high degree of self-awareness knows their strengths and weaknesses and is able to be aware of their emotions.

– *Managing emotions*.

– *Self-control / self-motivation* is a consequence of self-awareness. The person who has this trait has not only known himself, but also learned to control himself and his emotions.

– *Empathy* is the ability to put yourself in the place of another person, to experience his feelings, and therefore, to take into account his emotions in the decision-making process.

– *Handling relationships*.

– *Team work* is the skill of collaboration, the knowledge of when and how to take the lead, and when to follow the lead of others.

– *Decision-making* is the ability to think about your actions and know their consequences, to track what influences your decision - making: feelings or reason

– *Responsibility* is the ability to recognize the consequences of their decisions and actions, to fulfill promises and obligations assumed

– *Sincerity (openness)*: the ability to build trusting relationships [Shapiro, 2005: 52-53].

EI can be innate and acquired. As a rule, the development of emotional competence occurs in the lessons of literature, music, and fine arts.

The most effective in terms of the development of EI is a foreign language. The lessons are aimed at the formation of communicative competence, as a result of which communication can be successfully carried out. A foreign language is a unique subject, since it covers almost the entire range of human interests: literature, art, politics, sports, business, education, health, geography, science, etc., which easily makes it personally significant for the student [Hoffman, 1999: 20].

Practically it's quite possible to develop students' emotional intelligence in all aspects of learning the language:

– Pronunciation drills;

– Speaking;

– Working with texts;

– Listening comprehension.

First of all, it's very important to create an appropriate atmosphere in the classroom to develop emotional intelligence. In our school the desks stand around so both students and teacher can see each other and have an eye contact. At the stage of phonetic warming up my schoolchildren practice speaking tongue twisters with some emotions. For example:

– repeat the tongue twister "Peter Piper" like strict policemen;

– repeat the tongue twister "I Scream, You Scream, We All Scream for Ice-Cream" like gnomes in a squeaky voice and then – like giants, in a low rude voice;

– repeat the tongue twister "A Batter with The Butter" like intelligent professors;

– repeat the tongue twister "He Hates Hot Tea" like a sleepy, tired person;

– repeat the tongue twister "Fat Pat Had a Fat Cat" in a scared voice;

– repeat the tongue twister "Sid Sees Six Trees" in a suspicious intonation;

One more useful exercise for EI development is to ask different students to read the same small text with different emotions, like joy, sorrow, amazement, anger, fear. During the speaking warming up the

teacher always asks questions about the students' mood: "How do you feel today? Are you happy today? Are you sleepy today? Why are you sad today? What's happened?".

Before listening to an audio text the teacher always gives such a pre-listening task: to guess the mood of speakers. For example, which of them is excited, scared, gloomy, doubtful. It helps students to catch the main idea and the context of the situation.

Before reading any text schoolchildren make such a pre-reading task as to find which of the characters is encouraged, who feels angry or exhausted. It helps to get involved in the context. If the character of the text is in trouble, students begin a discussion or brain-storming, making up their mind to help the person.

While speaking and making up dialogues my students always try to guess each other's mood and solve the partner's problems if he's not in a high spirit.

These are some examples of such role-plays:

– Kate, let's go for a walk!
– Sorry, I can't. I feel tired.
– What's happened?
– I've got lots of homework.
– Let me help you!

One more example:

– We're going to the park tomorrow. Would you like to join us?
– Sorry, I can't. I'm not well.
– Oh, dear, what's happened?
– I've got a toothache.

– Oh, I see. Why don't you go to the dentist?

Working with grammar we can also practice EI development. For example, we can express our annoying sometimes when we use Present Continious while talking about some bad habits. For example, "She's always blowing her nose" or "He's always coming late". Or we can use the modal verb "have to" to describe your irritation about doing something you don't want to: "I don't want to take these medicines but I have to".

This academic year I decided to conduct an experiment and divide 3d year students into two groups: experimental and controlled. Students from experimental group practiced EI development at every class while the students from another group studied without EI development. After the experiment the teacher conducted a test checking student's skills in listening, speaking and reading.

The results revealed that schoolchildren from experimental group succeeded in working with texts: they better understand the main idea and easier find necessary information. Children with more developed EI are more exact in listening and catch some non-verbal signals such as intonation of voice. Students from experimental group also demonstrated more developed speaking skills in making up dialogues, while students from controlled group have some difficulties and need strict directions in making up their speech.

This way, we can come to conclusion that it's impossible to learn the language without EI aspect. If the student realizes his own and other people's feelings and emotions, he will be able to keep up communication – the most important aspect of any language.

The global trends of the modern world reveal that the importance of emotional competence will increase more and more. It turns out that the coefficient of mental abilities of a person (IQ) is only the basis for the realization of a person in society. Studies in recent years have revealed that the most successful people are those who has high EI level, not IQ, because EI is the most important component of the communication process.

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THE PECULIARITIES OF TEACHING ENGLISH FOR SPECIFIC PURPOSES ONLINE ONLY

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The article in question deals with the methodology and characteristics of teaching ESP in higher education using only remote forms of work. The author delineates the objectives to be achieved during the whole course and a separate lesson. After that a number of traditional methods of offline teaching are compared to the methods used while working online only. The results and experience of working with one and the same group throughout a definite period of time (2 and 4 months accordingly, with 2 groups) demonstrate that the use of media-resources grows due to their affordability. It affects the growth of listening / reading comprehensions compared to offline work, which also acts as a key to introducing and practicing words, phrases and speech patterns. On the other hand, the quality of developing speaking skills doesn't grow proportionally with the amount of media-content due to the peculiarities of online learning. First of all, these are technical problems that both teachers and students may face. Secondly, this is the lack of proper methods of control. Next, this is (in many cases) insufficient emotional involvement compared to the imminent togetherness of group work offline (in classroom) if arranged properly. The author concludes that online teaching, especially ESP, brings more benefits to the process of learning than expected. However, many methods of involving students into the

work appealing to their emotional intellect cannot be used which affects achieving general objectives of the course.

Keywords: ESP, teaching, online, methods of teaching.

As we all know in spring 2020 due to the pandemic and consequent lockdown all schools and universities had to switch to the remote form of work. It took rather a long period. In Perm State University it lasted for about a year: since the middle of March 2020 to March 2021 with a 1.5 months break (September-October, 2020).

Hence, all professors were obliged to reform the course of studies taking into account new requirements. These are: a) conducting each class online according to the curriculum, without sending e-mails with tasks, b) excluding offline forms of work. As we all know online learning "basic task is to provide unlimited access to education without the normal constraints of classroom time and space" [Kucirkova et al., 2017: 64].

These two conditions defined the new course of an English language class and its content as well. One of main changes was a wider use of media materials compared to traditional forms of offline work. In this article the methodology and characteristics of teaching ESP in higher education using only remote forms of work will be tackled.

As stated, "the most important learner's purpose for learning English is to communicate a set of professional skills and to perform specific job-related functions" [Fitria, 2020: 55]. Today the most challenging ESP Bachelor's Degree courses in Perm State University are ESP for the students of Media-communications and International Relations. Both courses were designed together with corresponding faculties according to

the syllabus before the pandemic in 2019. Consequently, the classes had to be altered to fit the abovementioned requirements. First of all, this was achieved due to the use of media-resources mainly because of their affordability.

It is noted by the academics that Internet-technologies cannot be the means of teaching "in itself (an sich)", though their didactic potential as well as the quantity and diversity of authentic materials is widely represented on the Internet [Ciornei & Dina, 2015: 274]. Major part of media-resources requires methodological and didactic revision, e.g. the development of pre-reading/listening exercises, etc. Even worldwide popular TED Talks for teaching English needs an elaborate system of to introducing and practicing words, phrases and speech patterns. The first step is asking questions whether the speech is clear to one's students and so on [Mallinder, 2016].

One of the main peculiarities of teaching ESP online only is the abrupt shortage of the use of printed books from the library as it just won't be as effective as in class. It may make the work monotonous and lack feedback. Of course media-content is also used offline, which enriches the lesson with new material and introduce authentic texts. But online lessons are structured around this media-content.

Let us have a closer look at how ESP classes were conducted online only.

First of all, the form of the lesson requires, as stated above, massive use of media-content. Alongside engagement and motivation, information technology introduced in class increases lectures' attraction and saves time and effort [Hoa & Mai, 2016]. While listening the students may receive a

greater amount of freedom to listen, rewind, stop and make notes, etc., as in many cases it is didactically advisable to provide students with links and sufficient time rather than switch the recording oneself. But it's worth mentioning that both teachers and students may face technical problems at any stage of work. It includes hardware and software compliance problems, using types of files, browser settings restrictions and so on. This may reduce the efficiency of the lesson and break the timing.

The second peculiarity follows the first point and is connected with the lack of proper methods of control. The teacher in many cases, especially in teaching ESP, acts like a facilitator of learning thus performing a certain managerial role. This aspect becomes more acute when it comes to online teaching: "…there are more duties and activities necessary for successful e-learning course running, whether it is 100% online course or only online support to full-time lessons. The teacher has to strengthen his/her role of a facilitator, be able to encourage the students, motivate them throughout the whole duration of the course" [Kucirkova et al., 2017: 68]. With the affordability of media-resources for learning the growth of media-based opportunities for avoiding students' own performance during and after the lesson diminishes the efficiency of online methods of work. Introducing thorough methods and ways of control may reduce the problem, but it will require much time and effort which is not always necessary.

Finally, using remote (online) methods of work in many cases implies insufficient emotional involvement compared to the imminent togetherness of group work offline (in classroom) if arranged properly. The students lack eye contact, especially if some of them switch their web-

cameras off. As body language and gestures are also the components of communication, online lessons require more attention from students. The main channel of perception is audial, which may be distorted by technical problems. This also provokes additional stress during the lesson which is definitely of no assistance to the teacher and students. Generally, many methods of involving students into the work appealing to their emotional intellect cannot be used which affects achieving general objectives of the course. This aspect is quite unexpected when speaking about online learning.

Generally, taking into account the stated peculiarities that might affect the lessons and the whole course during the term (semester) it is worth taking some precautions to avoid the drawbacks of online learning. It is especially important for ESP classes as any delay or break may minimize the effect of the lesson or course. Besides, the teacher in this situation is also under pressure, because he/she is not necessarily proficient in the subject he/she is teaching [Hoa & Mai, 2016], referring in most cases to the structure of the English language and language skills. Moreover, compared to General English lessons, ESP classes require day-to-day work so each peculiarity may grow into the pest that will ruin the whole crop.

All in all, it might be concluded, that online teaching, especially ESP, provides more benefits than drawbacks to the process of learning. It gives opportunities for both parties of this process to acquire knowledge. However, the peculiarities of online teaching and learning that were described in this article are to remind the teacher of the constant need to

adjust the objectives of the lesson and methods of teaching to the changing environment.

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ENERGISE. OPTIMISE. DIGITALISE

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Keeping up with the technology and time, teachers regularly ask themselves which tools can meet their needs in the 21st century classroom. Since March 2020 teachers at NUST 'MISiS' have been testing, experimenting and implementing a number of platforms, tools and applications such as Zoom, MS Teams, Discord, Canva, Quizizz, Miro, and etc. in terms of online/hybrid/asynchronous classroom organization. Undoubtedly, any teacher can become tech-savvy and efficiently apply relevant tools in any learning environment and provide deeper insight into materials without information loss. This article will look at three tools to assist a teacher that can be adapted to any of the three learning formats: online, hybrid and conventional offline classroom.

Keywords: language teaching, online tools, Discord, drawing tablets, Google Services.

Even the rapid development of advanced technologies is not able to release a teacher from their routine duties, such as planning and giving classes, checking homework and giving feedback. However, modern devices and online tools make it much easier and effective. Many experts believe that very soon no class will do without online tools and cutting-edge technologies, provided that the material and technical side is of high-

quality and without any delays. A resent research conducted at the Department of Modern Languages and Communication in autumn semester 2020 showed that teachers of the Department being exposed to a hybrid or online classroom due to COVID-19 restrictions had to digitalize their classes [Ponidelko & Petrova, 2021]. Testing and implementing a variety of instruments, they finally came up with a list of effective tools and strategies [Mogunova, 2021]. As a result, fewer difficulties are now experienced in any classroom they are to teach.

One of the flexible tools for smooth communication, collaboration and data exchange is Discord. It is a cross-platform VoIP application (Voice over IP, i.e. group of technologies to establish voice and media communications) that was initially designed for gamers' interaction in a team player mode. The in-built features allow to organize private communities known as servers, which further will be referred to as classrooms that include options for voice, video, text communication and multimedia transfer. Each classroom can be divided into channels (session rooms) serving different purposes. Discord stores all the information sent to chats in session rooms, so it is convenient to categorize course material and monitor students' performance.

Keeping track of task submissions and in-class performance in the online format becomes easier, as Discord is designed so that every participant is visible all time regardless of the task they perform. Screen demonstration mode is created in the form of a live stream, so all the viewers are displayed. Voice and text chats show users' microphone and speakers activity. With such data at hand, teachers can evaluate in-class performance more effectively. It is possible to create an endless number of

chats in session rooms, still the basic division might include the following: Main Classroom, Speaking, Listening, Home Task, etc.

This might be an extension to a hybrid class, as learners can follow all the materials and comments, interacting with peers both online and offline by means of voice or text chats. To engage learners' involvement, Discord allows a role distribution feature that might be effectively implemented in project work to develop collaboration skills. Learners can assign roles to their peers, create rooms for voice and video discussions, which positively contributes to learners' autonomy [Lacher & Biehl, 2019].

In an offline class, it might be a tool for planning project work / group presentation, exchanging links and information, making surveys and collecting feedback. Chat options allow reactions to messages and data in the form of emojis, which could be employed as a peer evaluation instrument.

Above mentioned features make Discord an effective way to manage and extend any type of learning environment, contributing to the variety of activities and task types.

Another tool that has proved its effectiveness is a pen (or drawing) tablet. In Russia, a drawing tablet has long been considered primarily as a tool for artists. However, they have long been successfully used in a learning process abroad [Hammond et al, 2015]. Such tablets have become especially relevant recently when everyone had to switch to hybrid or online formats.

Drawing tablets work with all the materials and programs on the PC (from Microsoft Office to Zoom and MS Teams). In fact, they are just an

electronic board to write or draw on, using a pen (*aka* stylus) and watching the results on the computer screen. A stylus has all the functions of a computer mouse and additionally a wide range of pen features such as pressing gradation, tilt support, etc. The use of more familiar pen and position of the hand – unlike a computer mouse, a piece of chalk or a marker over a whiteboard – results in practically no muscle tension or pain in the wrist.

In spring 2020, teachers quickly realized that it is too inconvenient to write explanations of the material in the chat box or to sketch an explanatory drawing on the screen of, say, Zoom. Whereas a pen tablet can become a solution, allowing a teacher to maintain the usual rhythm of a class in any circumstances and bringing new opportunities even to offline classes due to the following advantages:

Easy digitization of information. New vocabulary, prompts, explanatory notes, mind-maps written by hand will be immediately transferred to the screen, digitized, and ready for further use. A teacher without much effort can save, organize, store, and distribute digitized notes.

Alternative to traditional boards. The use of a computer and projector in the classroom in combination with a tablet allows a teacher to completely forget about a traditional whiteboard, better organize the material, save information for giving retention, drilling or extra activities.

No need to change a teaching style when moving to hybrid or online. Tablets help teachers interact with students in a natural way, depicting on the screen what they usually put on the whiteboard, while explaining complex processes and ideas.

Checking homework assignments. As nowadays a lot of home assignments are uploaded to electronic platforms, a teacher can easily make the usual notes by hand in the electronic document and send it to the student with their comments.

The speed and efficiency of classes. This device allows to draw and write anything on the screen whatever is being demonstrated at this moment. For instance, ready-made materials or templates prepared by the teacher in advance will be seen by students with all necessary notes on them. In other words, students are guided through all the materials, will better follow the teacher and not get lost or distracted, will get a high-quality visualization, and if necessary, get a saved image with all the notes and use it in class or at home.

Creating materials. For creative teachers, this device is an essential tool for creating their own teaching materials, such as handouts, explanatory sketches, and even animated cartoons.

New learning environments and 21st century skills suggest a teacher implying collaborative activities, learner autonomy and project work in a course. To make this more student-friendly and efficient a number of Google services are at a teacher's hand such as Google Docs, Google Sheets, Google Presentations, Google Forms and etc. These tools can be used in many ways depending on teachers' aims and students' needs, e.g.:

– to enroll and inform students;

– to collect, present and share some data or information;

– to conduct and present results of a small student research;

– to visualize the content for a class and make it available to students;

– to organize in-class teacher - student collaborative activity;

– to give students a safe space to collaborate inside and outside a class;

– to have a place for online task submission and effective feedback;

– to boost learners' autonomy and so on.

Once created, such a shared document can be used multiple times as it can be easily copied and/or adapted to any other class, which saves teacher's time. It also provides a teacher with opportunities of students' progress tracking, evaluating results and giving feedback from any place with good internet connection and a device with Google applications installed, which appears crucial these days. Students appreciate these tools as they allow more flexibility in completing the task and collaborating, provide access to the information and tasks, and boost their digital and soft skills. Another advantage of these tools is availability: they are easy to learn and use, and free of charge.

Modern classroom requires involving various tools and methodologies that create flawless learning environment, suitable for any form of learners' participation: online, hybrid or offline. To develop language skills via digital means of communication and collaboration effectively, an appropriate set of tools should be implemented to meet both teachers' and learners' needs. By diversifying the tools within a lesson, teachers may significantly raise in-class engagement, help students boost their skills and become more autonomous.

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LANGUAGE TEACHING IN A (POST) PANDEMIC WORLD

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Lockdowns in 2020 and 2021 and their ensuing consequences presented completely new challenges for educational institutions of all levels. The experience gained during this period is still being summarized and meticulously analyzed. The results will certainly allow the educational community to take a fresh look at the process of introducing and implementing new learning tools into the traditional educational environment. Since spring 2020, due to the long-lasting period of distance learning experienced by students and teachers of NUST 'MISiS', the boundaries between learning inside and outside the classroom have been increasingly blurred, along with taking the concept of the classroom itself far beyond its traditional understanding. This paper is aimed at the analysis of NUST 'MISiS' Department of Modern Languages and Communication experience during the above stated period with further discussion of the tools and activities to help language teachers boost students' performance regardless of teaching format (offline/ hybrid /online).

Keywords: online and offline learning, distance learning, online tools, synchronous and asynchronous interaction, teaching and learning foreign languages.

Technologies had become an essential part of educational process long before the lockdowns; however, due to coronavirus pandemic in 2020 and 2021 educational institutions of all levels found themselves in a

challenging situation of a sudden move to online classrooms, which raised numerous concerns of both teachers and students (and their parents). Consequently, it became obvious that all the questions related to "digital inequality" (i.e. availability of essential equipment), efficacy of synchronous and asynchronous work organization, methodological issues, development of electronic courses, and dozens more were still without a clear answer. An issue of educational process effectiveness among others has always been and apparently will remain perplexing. Undoubtedly, a lot of factors have a significant influence on it; namely, teaching approaches, extrinsic and intrinsic motivation, educational background, age, etc. [Széll, 2013; Akessa & Dhufera, 2015]. However, spring 2020 witnessed a series of new factors, which emerged from obligatory online classes and a mixture of online and offline classes (hybrid classes or hyflex classes) [Kohnke & Moorhouse, 2021].

This article will analyze some of the questions above from teachers' and students' perspectives based on the experience of the Department of Modern Languages and Communication at NUST 'MISiS' with the focus on the most popular and presumably effective tools for online, offline and hybrid work.

This paper adapts a mixed-method study in which the conclusions are drawn from Likert-scale questions, responses to open-ended questions and interview data. From a pool of student and teacher participants, a total of 102 second- and third-year Technical bachelor students, 49 females and 53 males, and a total of 15 teachers, 13 females and 2 males, were selected to participate in the current study. Student and teacher respondents reported their exposure to the change from offline to online classes. For

comparative analysis, survey data were obtained using a Likert scale that elicited participant responses on 10 statements related to attitudes toward online classes. The data were then complemented with the written responses to open-ended questions; more qualitative data were collected by interviewing 15 students and 15 teachers in less-structured interviews. Data from the survey and interviews were comparatively analyzed with the statistics obtained from Rating System documents where students' performance over the last three semesters was presented.

The analysis of Rating System documents over the three consecutive semesters from fall 2019 to fall 2020 demonstrates students' performance in English classes. In fall 2019 an average score of the sample group was just over 70 points per semester (i.e., grade "Good"). Over the subsequent two semesters, an average score of the sample group fell gradually to 64 and 54 points per semester, respectively (both being equal to grade "Satisfactory"). In March 2020 hybrid and online classrooms were introduced, with a complete move to online classrooms by the end of the spring semester 2020. According to teacher respondents, this resulted in dramatic decrease in students' performance. However, the data (Figure 1) show that in spring 2020 the number of grade "Excellent" and "Good" owners declined only by 7 % and 2 %, respectively, while the number of grade "Satisfactory" and "Non-satisfactory" owners raised by 3 % and 6 %, respectively. From this point onwards, the figure for grade "Excellent" and "Good" owners remained fairly stable, hovering at around 30 % each throughout the fall semester in 2020. Meanwhile, the general trend for grade "Satisfactory" owners was downwards, and it ended the semester hitting the low-point of just under 20 % and giving rise to the number of

grade “Non-satisfactory” owners, which increased to a peak of 30 % over the analyzed period. Overall, 11 students improved their performance, 12 students slid considerably in the rankings, the results of 15 students fluctuated over the period, and 64 students performed fairly stable.

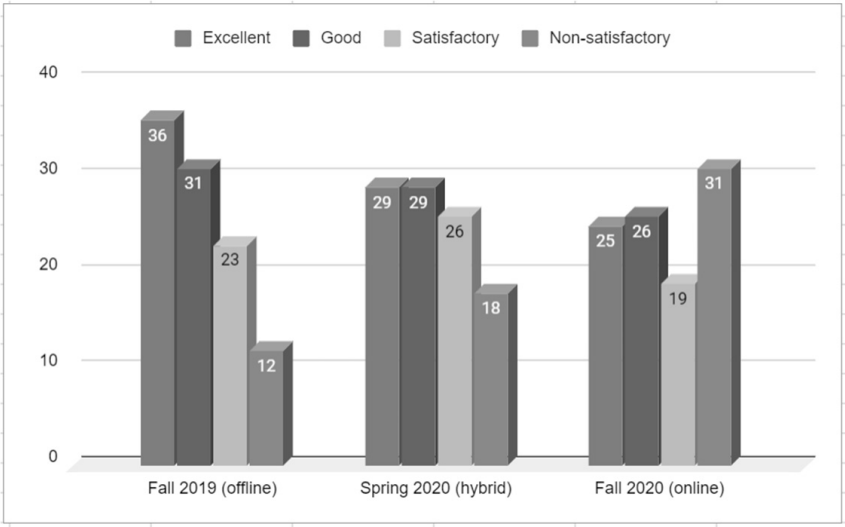

Figure 1 – Students’ performance between fall 2019 and fall 2020 (Source: Department of Modern Languages and Communication archive, NUST ‘MISiS’)

The data from Rating System documents analysis were compared to the results of the survey and interviews, with an emphasis on teachers’ and students’ attitudes towards online classes and factors influencing students’ academic performance. Interestingly, students of the sample group tend to opt for online classes (76.7 %), claiming to be responsible enough and ready for adopting this new format on a daily basis, while just under a quarter prefer traditional offline classes. Conversely, only 3% of teacher

respondents are likely to opt for online classes as an effective and modern educational format, emphasizing wider opportunities provided by such a format for both educational purposes and participants' convenience. Meanwhile, other 97 % of teachers support traditional offline classes, blaming lack of student autonomy to be the reason for lower academic performance during the last two semesters of studying virtually and predicting even wilder decline in the quality of education and academic performance for the current spring semester of 2021, where over the half of students continue telecommuting to their classes. On the contrary, student respondents highlight that the most influential factor for the lower academic performance is not the online format, rather they tend to explain it by the fact that students start working, combining their studies and part-time jobs.

As for online tools used for online, offline and hybrid classes, both teachers and students completely agree that a good choice and management of these tools are likely to raise motivation, involvement, and overall performance of students. The results of the survey and interviews show that the choice of platforms for synchronous classes largely depended on the quality of internet connection and equipment available to both teachers and students. The vast majority of NUST 'MISiS' teachers used Zoom and MS Teams; however, Skype and Discord became a reliable alternative. For asynchronous work of students, such electronic platforms as Canvas LMS, Cambridge LMS and Cambridge One were employed on a regular basis in NUST 'MISiS' [Mogunova, 2021]. According to the participants, the use of platforms with well-structured material, set deadlines, announcement and discussion sections, and finally in-built

email box or chat box, accounted for better students' performance since it provided students with more guidance. Some respondents report that social media platforms sometimes were fulfilling the same function, however, only tiny minority of interviewed students consider social media platforms to be an efficient way to organize the course.

The introductory part of the lesson should not be deprived of attention, for it sets the necessary mood and positive vibes for the entire class. Indeed, student and teacher respondents highlighted the effectiveness of some established rituals or non-standard warming-up activities before or at the beginning of each class regardless its format (online/offline/hybrid). The following ones took the leading positions among others: 5-10-minute conversations with groupmates and optionally the teacher before the class; a piece of music to relax during the break between classes; funny, motivating, or thought-provoking virtual backgrounds in Zoom or on classroom screens; short surveys (Zoom polls, Mentimeter, WordCloud, etc.) with follow-on discussions of students' routine, their mood, latest news, etc. On the one hand, such activities help identify the psychological state of students, give them a chance for informal communication (especially important in the case of online classes). On the other hand, it is an efficient way to introduce the topic to be studied and raise students' interest.

Moving on to the question of group dynamics, the following equally important components that influence the pace of the lesson were mentioned by the respondents: the variability of resources, types of activities and models of interaction in the classroom. It goes without saying that online tools can be beneficial here as well, if chosen

appropriately. Visualization and simultaneous collaborative work may be achieved by working together on a shared screen or whiteboard in Zoom, Whiteboard.fi, Miro, Padlet. A competitive spirit in completing tasks increases motivation, here the most popular tools were Kahoot!, Mentimeter, Socrative, Padlet, Team-generator from Randomlists.com, and Dice Roller from Wizards.com. In pair, group, or project work Google Docs along with Miro and Trello took the leading position for collecting, uploading, organizing and storing materials. The advantages of using all these tools are obvious, here are just a few of them: collaboration, visualization, animation, and gamification, which are aimed at raising motivation and group dynamics, and automatization of major processes that helps to save teacher's time.

The final stage of the lesson devoted to self-reflection can be involving as well with the help of online instruments. Activities in such tools as Mentimeter, Socrative, Miro and Padlet make students reflect themselves first. It gives them better understanding of the results achieved during the lesson. The effect is then reinforced by a teacher's feedback.

The analysis of online and hybrid learning outcomes has already allowed many teachers at NUST 'MISiS' to take advantage of effective approaches in the current academic semester. However, the unique experience of every teacher in pandemic and post pandemic world is significant for further research, which is necessary for better understanding of how to integrate the best traditional pedagogical technologies and advanced practices of online learning to achieve the desired learning outcomes.

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NETWORK COMMUNITY AS A TOOL FOR TRANSPORT UNIVERSITY STUDENTS TRAINING FOR PROFESSIONAL COMMUNICATION
(A CASE STUDY OF EXCHANGE PROGRAM "INTERNATIONAL LOGISTICS" (URAL STATE UNIVERSITY OF RAILWAY TRANSPORT, RUSSIA – WILDAU TECHNICAL UNIVERSITY, GERMANY)

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This article demonstrates the result of the multiannual study of the network community as the pedagogical tool for professional communication training of transport university students. The role of Internet technologies in the educational process of the university in general and the network community as a means of preparing for professional communication, in particular, is considered. The author defines the network community, the relevance of its research, and the pedagogical potential in the framework of professional training of students. The methodological potential of the network community did not have sufficient scientific and pedagogical justification before; there were no clearly defined goals in preparing for professional communication in the mode of the educational process of a transport university. Methods used in the process of language training of students of the transport university were designed mainly for receptive language acquisition, while, real communication in the information and educational environment requires the use of the rules of intercultural professional communication. Thus,

educational institutions face the need to find and implement such approaches in the organization of training for professional communication as an integral part of professional training. The author demonstrates the pedagogical experience of the network community implementation within the international exchange program “International Logistics” (Ural State University of Railway Transport, Russia – Wildau Technical University, Germany).

Keywords: evolutive network community, professional competence, professional communication, multicultural information and professional environment.

The IT development of society and the formation of a new communicative environment require not only an increase in the level of education, but also the formation of a new type of intelligence as a way of thinking that determines the attitude to the rapidly changing economy, technological, social and information realities of the surrounding world, the ability to carry out professional communication through modern gadgets and technologies.

From the comparative analysis of the ten key skills of a specialist in 2015 and 2020, conducted within the framework of the World Economic Forum [Dobryakova, 2020: 35-60], 5 out of 10 skills relate to the ability to communicate with people, i.e. communication skills in professional activities (such as personnel management, interaction with people, negotiations, customer orientation, emotional intelligence).

The Internet, social networks, and professional virtual communities create a communication environment not only for accomplished but for future specialists in any field as well. A graduate of the modern university

is a person with professional, communicative competence and professional integrative skills, who is ready to realize the potential at the international level, as well as demonstrating a willingness to constant self-education.

According to R.A. Zayakina and M. V. Romm [Zayakina & Romm, 2013: 118-124], the theory of networks, developed in recent years by social and humanitarian sciences, is a precondition for the emergence of a network form of implementation of educational programs. The methodological significance of this theory lies in the attitude to the study of the social relations of the connected objects, and the structure of the network community itself, which is based on these relations.

Community means an association of people united by common interests, goals, and ideas. There is no single definition of what a community is. Different scientific disciplines form different definitions and approaches to the study of this concept. According to John Dewey [Dewey, 1915: 165], a community is a great multitude of people communicating with each other. He developed the criteria that allow determining the measure of the pedagogical value of any type of socialization of a particular community. Since the beginning of the 17th century, there has been a gradual expansion of the meaning of this concept and it begins to mean not only people united by geographical proximity but also people who have something in common. Gradually, the term "community" was increasingly separated in its meaning from the word "society". In the dictionary of the Russian language by S.I. Ozhegov the following definition is given: "A community is an association of people, nations or states that have common interests and goals" [Ozhegov, 1999: 754].

The term “Virtual Community” was applied by H. Rheingold, a researcher of social relations in the network and one of the founders of the WELL (Whole Earth ’Lectronic Link) community in 1993, in the book “Virtual Community” [Rheingold, 1993: 103-107]. In this book, H. Rheingold discusses various examples of communication between members of social groups based on such as mailing lists, news lists, multi-user communities, chat.

Ivan Illich's book “Deschooling Society”, devoted to the study of the content of the educational environment, played a great role in the development of network education. In the chapter “The Learning Web”, Illich listed and discussed in detail the resources and services necessary for the successful functioning of the learning network community [Illich, 1971: 100-151].

At the present stage, there are network communities that promote professional growth and represent the possibility of their application for educational purposes. The international level of such network interaction is carried out by network partners within the framework of the implementation of educational programs through (virtual) intercultural network educational projects.

It becomes of high demand in the sphere of transport education where network interaction is developing dynamically. The Ural State University of Railway Transport (USURT), as a transport university complex, implements multi-level training and networking with foreign educational institutions and industrial enterprises at the international level. The university management considers a foreign language as an integral component of the professional training of a qualified specialist who can

function effectively in multicultural information and professional environment.

Within the framework of the project “International Logistics” of USURT and Technical University of Applied Sciences (Wildau, Germany) the multiannual pedagogical study of the process of preparing transport university students for professional communication through a network community was provided (2016-2021). The effectiveness of this process was revealed and analyzed through implemented research methods (theoretical analysis, empirical methods, pedagogical experiment, methods of mathematical statistics). This project allows its participants (20 educators and 200 students) to become integrated into the world educational space and intercultural communication, to establish links with European manufacturing enterprises, to develop scientific activities. The experience of participation in the educational process of a foreign University significantly affects the mentality of the participants of the project and is an incentive to achieve success in future professional activities. Students from USURT and Wildau receive not only theoretical knowledge but also practical skills and the adaptation to the new education system. In this environment, the main learning tools are knowledge exchange and network projects that unite a group of students and educators around an educational or research task based on information and communication technologies, and the communication of participants is subject to the rules of intercultural professional communication. The main condition for the development of a particular form of network communication is the active and systematic participation of everyone, the exchange of experience, the presentation of the results of their experiments

and projects. This is, on the one hand, an opportunity for self-expression, on the other – the exchange of experience, knowledge, and discussions with other members of the community [Panchenkova, 2016: 4].

As a result of the study of evolutive network community, the essential outcomes have been made. The concept of "network community" is defined, which is a purposeful team-up of participants in the educational process within the framework of network intercultural interaction and interdisciplinary integration of information and educational environments in order to increase the level of professional and communicative competence of each participant.

Among the main characteristics of the evolutive network community revealed are: the leading role of electronic environment as an organizing "center" where all information about the goals, tasks, and activities is posted; a significant role of the coordinator or coordinating center that initiates various network activities; purposeful use of various types of communication, ranging from e-mail to video conferences or forums in online mode, chat sessions in a single time mode; holding competitions, conferences, round tables with leading teachers and experienced specialists; periodic summing up of results for a certain period of time with the allocation of the most significant achievements, the nomination of active participants for promotion; the organization of face-to-face meetings, events at training sessions also play an important role in enhancing interaction.

Organizational and strategic pedagogical conditions that ensure the effectiveness of preparing students of a transport university for professional communication through a network community were identified

and verified. They include creating a modular preparatory integrated EMI course with the use of intensive training technologies; focusing on parity relations between teachers and students, aimed at developing students' independence and self-improvement; creation of an intercultural dialogical student-centered information environment; flexibility and variability of interaction methods and technologies of network community participants.

The main barrier to the development of effective network community is not the lack of high-speed Internet connection or even the “digital gap” between the generation of students and educators. Success in the network community requires a special kind of professional communication: the ability to manage a personal social network, to conduct an audit of “social capital”, overcoming group boundaries and cross-cultural differences that divide network participants, the ability to identify and accumulate collective experience, as well as the ability to predict events and solve professional problems, based on expert assessments of network participants.

The results of the study supplement and specificate the existing theory and methodology of higher education and professional communication. They can be served as the basis for further development of the problem of preparation for professional communication through a network community at the educational levels of secondary vocational and master's degrees and research of the possibilities of the network community in the process of professional training of students of university complexes in the conditions of continuous multi-level education.

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HYBRID ENVIRONMENT: MANAGING A CLASS

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COVID-19 posed great challenges to the system of education as a whole. During the lockdown, cyber classes became a regular practice, while afterward the situation when students were offered a choice of online or offline education provoked a search for a different classroom organization to satisfy students' needs. At that time, a hybrid form appeared to be a viable solution, although a barely researched one. Most previous studies were focused on either online (synchronous or asynchronous) or offline asynchronous blended-learning styles of teaching. However, the Hybrid Education mode has not been thoroughly investigated. The present research was conducted among undergraduate and postgraduate students majoring in Linguistics at the Department of Modern Languages and Communication (NUST 'MISiS') from mid-September until mid-November 2020. The study included the introduction, observation, and analysis of the Hybrid Mode, with a subsequent description of the types of hybrid classes and classroom interaction modes. Effective interaction patterns were suggested for pair/group work.

Keywords: online learning, online education, distant learning, blended learning, hybrid learning.

Introduction. As the pandemic of Covid-19 showed no sign of recession in autumn 2020, cyber classes became a regular practice.

However, the situation, when students were offered a choice of online or offline education provoked a search for a different classroom organization to satisfy students' needs. The logical outcome was to mix online and offline students of one group and to find a way to do this. At that time, a hybrid form appeared to be a viable solution, although a barely researched one. Most previous studies were focused on either online (synchronous or asynchronous) or offline asynchronous blended-learning styles of teaching [Raes et al., 2020: 1]. The terms *Hybrid courses* and *Blended courses* were used interchangeably with the online component in hybrid courses replacing a portion of face-to-face class time [Siegelman, n.d.]. The Hybrid Education mode, or 'synchronous blended learning', thus, has not been thoroughly investigated and lacks in-depth research and methodology [Raes et al., 2020:1; Zydney et al., 2018]. The present research was conducted among undergraduate and postgraduate students majoring in Linguistics at the Department of Modern Languages and Communication (NUST 'MISiS') from mid-September until mid-November 2020. The study included the introduction, observation, and analysis of a Hybrid Mode, in which teachers are in a physical classroom with access to cyber classrooms and students participate both in physical and cyber classrooms [Hastie et al., 2010:17]. The results of the study showed three types of hybrid classes and suggested the most effective classroom interaction modes for pair / group work.

Methodology. This study is an illustrative case study [Thomas, 2001: 513] of how the hybrid form of education was introduced and held among linguist students at the Department of Modern Languages and Communication (NUST 'MISiS'). The research team, which consisted of

an associate professor and a senior lecturer, used a descriptive, case study approach to identify what supported and hindered the participants' online teaching and learning experiences. The case study lasted for 2 months (mid-September – mid-November), before the universities in Moscow (Russia) were transferred to online education until 6 February.

The subjects taught at the Department in the Hybrid mode included Language Practice Courses and Theoretical Courses (lectures and seminars). The classes were equipped with screens (LG), monoblocks (HP ELITEONE 800 G5 23.8 All-in-one), and web cameras (Logitech C615). Teachers were also allowed to bring their laptops (Figure 1).

Two surveys were designed and held to identify the expectations, problems, and perspectives of hybrid education. In addition, a workshop on new methodology was organized to discuss approaches to optimize hybrid classes. In-person observations contributed to the in-depth analysis of the situation.

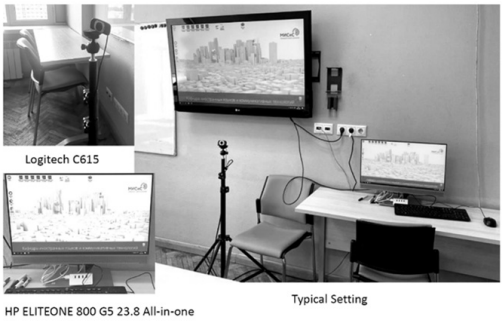

Figure 1 – Equipment

Results. The first survey results on students' distribution in physical and cyber environments (Figure 2) showed a clear pattern of three models: 1) with most students online (in a cyber classroom setting) and fewer students in the classroom; 2) with most students in a physical classroom

and a few students online, and 3) equal division of online and off-line students (50 % by 50 %). The models can be further referred to as *Balanced, Online Imbalanced, and In-class Imbalanced Hybrid Classes.*

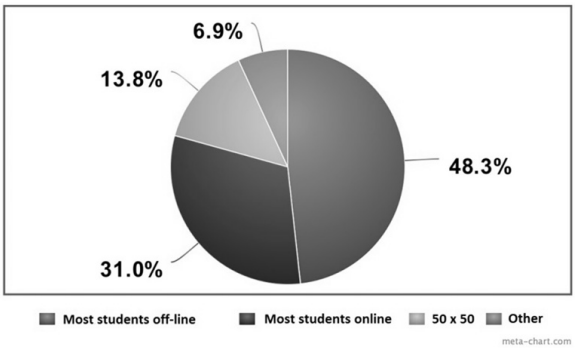

Figure 2 – Students' interaction pattern

All three types of the Hybrid Class showed a lack of the methodology to guide teachers on how to organize students' interaction in this mode. The teachers and professors had to pursue and put into practice various interaction models to involve both audiences – cyber and in-class – into the learning process. Observations, survey results, and in-person practices identified the most effective interaction patterns for classroom management. With Balanced Hybrid, the audiences can be easily separated into online and in-class with the discussion running within these separated environments only. Another way to approach the *Balanced Hybrid* is to divide students into pairs/groups with an equal number of online and in-class students in a pair / group. *Online Imbalanced Hybrid* mode allows the students to work in groups, where most students are online and at least one is physically present in the classroom. *In-class Imbalanced Hybrid*

mode suggests dividing the students into groups with every in-class group working with at least one online student.

Research has shown that with any mode of Hybrid Class, the problems are inevitable as there is no developed methodology or guidelines to work in this new classroom mode. The second survey, conducted after the case was over, demonstrated some improvements with almost a third of the respondents (27 %) experiencing no problems with organizing and conducting hybrid classes (Figure 3). However, the most daunting area that needs thorough methodological work is contacting students: setting rapport and getting feedback from students. The participants (54 %) report on students being reluctant to have their faces shown while online, thus making it impossible for a teacher to interpret their immediate reaction to the instruction or to the material explained. The second biggest problem that needs further study is managing two audiences at a time: online and in-class. This adds to the teacher's roles as alongside being an instructor, a mentor, a facilitator, a supervisor, and an assessor the teacher now has to be a system administrator to the class as well, which, in turn, requires more in-depth knowledge of how technology works. The latter was especially problematic for a majority of teachers over 50.

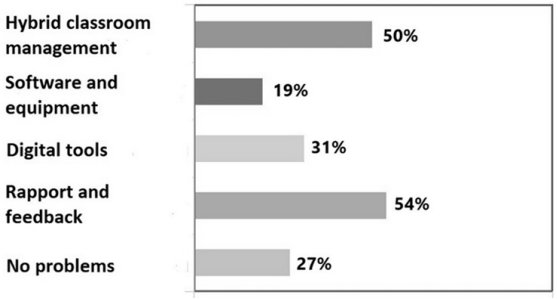

Figure 3 – Hybrid class problems

Discussion. The described new mode, in which teachers are in a physical classroom with access to cyber classrooms and students participate in both physical and cyber classrooms, was determined by the pandemic constraints rather than a voluntary experiment. However, this model, if studied thoroughly, may appear to be the most promising allowing the students to miss fewer classes due to their health issues. Besides, students can participate in class remotely from any corner of the world, which is especially crucial to international programmes. This new educational mode provides educators with broad perspectives for professional development, which, among all, implies enhancing digital literacy and search for new classroom solutions.

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TEACHER AND STUDENT PEDAGOGICAL INTERACTION IN DIGITAL EDUCATIONAL ENVIRONMENT

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Changes in the university teaching conditions are associated with the enrichment of the educational environment with a cluster of digital instruction forms and tools. The use of the distance education has made it necessary to build novel quality of teacher-student interaction based on the digital resources. The authors of the article focus on the identified challenges that teachers face in building of the required pedagogical interaction in the digital educational environment, and analyze the causes of those challenges.

Keywords: pedagogical interaction, university teacher, digital education, subjects of the learning process, COVID-related changes.

The researchers are currently analyzing the challenges that appeared as the outcomes of the global experiment on introduction of the distance education. Awareness of the benefits of digitalization that expands the scope of our conventional classrooms provides an opportunity for the students to gain access to any educational information without the intermediary of the teachers. However, this does not exclude a critical assessment of the process of interaction between a teacher and a student in an online learning environment [Popov et al., 2014].

One of the vivid issues discussed relates to the search for ways to overcome the identified destructive forms of pedagogical interaction when conducting classes in a digital educational environment.

Pedagogical interaction is a key component of the learning process, since it determines the conditions for the transfer of knowledge and the formation of the target skills. This is an interaction that can be considered as "a reciprocal process of communication and individual actions <...>, the result of which will be in the personal development, as well as in the changes in relationships, communication and activities" [Protsenko, 2018: 71] for both the students, and the teachers.

Building of the target-relevant communicative conditions, i.e. determined by the objectives of training, is an important stage in pedagogical interaction. Communicants in the pedagogical process are the teacher – who performs the conventional function of the addresser, – and the student – who is assigned the social role of the addressee, and the performer of the learning tasks formulated by the teacher. However, with the emergence of the new pedagogical technologies – such as the technology of complete assimilation, the technology of the 'flipped classroom', the use of various digital tools, etc. – there is a clear tendency to the change in the motivation of the participants in the communicative act when building interaction. The leading motive in the online interaction is the teacher's desire to achieve a result in the form of the new competencies mastered by students, while the student from a passive participant in communication must take an active position, demonstrating the counter-motivation, interest in gaining knowledge.

The identified changes concentrate around the subjects of education: if in offline interaction the teacher is the main actor of the activity, – i.e. he / she regulates the interaction between the subjects of the learning process, selects educational material, provides feedback, supports student motivation, – then the online educational environment is built around the student [Rapanta et al., 2020]. Under the conditions of online learning, the student, with limited influence of the teacher, must independently make decisions on the organization of the learning space, selection and systematization of the new information necessary for mastering the discipline, master educational skills, etc.

Considering the destructive manifestations of the pedagogical interaction in full-time education, psychologists have identified the two significant obstacles that lead to dissonance:

"1) if the teacher himself cannot establish and maintain leadership as the initiator of the communicative process (which is especially important during lectures); 2) if there is no stable motivation on the part of the listeners to participate in the mutually-resultful interactions (e.g., individuals prone to protest or have outrageous behavior)" [Ponomareva & Grib, 2020: 84-85].

The analysis of the methods of building pedagogical interaction with the use of various digital tools (i.e. messengers, social networks, videoconferences, educational chats and blogs, e-mailing, etc.) allowed the authors to recognize the facts that the emerging communication barriers significantly expand the previously known difficulties in building the efficient and contemporary learning. The following supportive factors were also identified:

– the impossibility of supporting speech strategies for managing the attention of students [Matyashevskaya, 2020];

– the change in the forms of information exchange (presentation of educational material, perception and interpretation of the received answers of students, their correction, assessment and commenting);

– the development in the students of the inclination to dialoguing and the speech reflection, support and cooperation of the students in the educational activity [Ponomareva & Grib, 2020]. All of the above challenges in the realm of the teacher-and-student interaction are a violation of the norms of speech behavior that have developed in the conventional pedagogical communication, and the speech strategies and tactics based on these norms.

The authors consider online lectures as one of the most active forms of learning in distance education. When identifying the features of an online lecture, researchers indicate the factors that have a destructive effect on pedagogical communication, i.e. the teacher's inability to contact the students directly. In the course of the face-to-face lecture, interaction of the participants in the communicative act is envisaged, where the student can immediately receive a response from the teacher to the questions that have arisen [Ivanova & Murugova, 2020], or the teacher in the process of explaining can notice in time weakening of attention of the students [Gudina,2010], and choose a suitable pedagogical tool to restore contact with the audience. When interacting online, such interaction practice is impossible due to the limitation of the capabilities of digital tools and the remoteness of the communication participants, the impossibility of

creating a dialogical space, the complicated implementation of the non-verbal tactics (e.g. establishing eye contact), etc.

An analysis of the practice of teaching in the recent months of 2020 and 2021 witnesses for the challenges that the students declare. Those issues relate immediately with the communication of the teacher with the students, i.e. with the inability to conduct an educational dialogue. The presentation of the teacher's speech and the student's speech is complicated by the 'screen' barrier, which requires mastering of some newer norms of the speech interaction, excluding the possibility of using such dialogical means as "dividing [speech] activity into functionally related components and distributing them between the participants in the dialogue" [Abramkina, 2003: 9].

The consequence of such failures is naturally a decrease in the concentration of students' attention in the course of the lesson, a loss in motivation for educational activities, and the teacher's professional burnout.

All this leads to the idea of the impossibility of using the 'well-established' methods of pedagogical communication in the context of the digital transformation of education.

The divergence zones in the pedagogical communication that cast light on the differences between the full-time and the distance learning focus on the two key objects:

– the space determined by the conditions of the digital educational environment, which determines the distance format of communication;

– the ways of interaction between the participants in the process learning with digital tools [Potemkina & Shchaveleva, 2020: 50].

The content of the numerous discussions of these problems in the media and in the professional environment concentrates increasingly around the issues related to the communication conflict situations, the reason for which lies in the inability of both the teachers and the students to effectively interact in the digital environment to achieve the planned learning outcomes. It can be considered an established fact that the emergency (i.e. the COVID-19-related) introduction of the digital tools into the teaching process led to the failure of the rules of interaction between the teachers and the students that had been built for decades.

The new practice of organizing the online learning process dictates the development of some newer ways of communication with the students. This presumes the change in the interaction process as it is, i.e. there come to the fore not only the tasks of the verbal support of the pedagogical process using various digital tools, but also the development of the digit-relevant learning resources [Popov, 2014], as well as the feedback systems that enhance students' motivation for learning and the students' self-esteem and self-confidence, support students' activity when their presenting the information, assimilation of the kits of the educational materials by the students, the students' conscious choice of an individual trajectory for mastering of a profession.

At this stage in the development of the distance education, the search for the effective ways of pedagogical interaction is of utmost importance, allowing students to be involved in the learning process and to stimulate them in their making decisions and choices towards their self-governing education.

Thus, on the one hand, the new challenges require from the participants in the educational process a thoughtful, didactically grounded use of the emerging digital tools in teaching. On the other hand, it can be admitted, today there are no scholarly-recognized and/or practice-proven formats of the pedagogical interaction between a teacher and students in an environment where distance education no longer performs an additional function (i.e. as it used to in its role in accompanying the profession-related training), but leads and soloes as a form of the university training.

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FACTORS CONTRIBUTING TO THE FINAL IELTS EXAM PERFORMANCE IN THE VOLITILE UNIVERSITY ENVIRONMENT

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The stated aim of Touchtone@MISiS program is not only to achieve a certain level of language proficiency, but also to provide 'MISiS' graduates with a set of skills necessary to operate successfully in the modern academic and work environment. Continuous assessment in the form of score-rating system is the main form of control, but the reference points are the placement test at the start of the program and the external academic IELTS test at the end. Successful students must demonstrate that they have achieved at least B2 regardless of the trajectory, and the required proportion of such students is claimed to be 50 %. This article looks at the IELTS results obtained during 8 years of observations against the entrance level of students and other factors that contributed to the final results. It is demonstrated that despite the gradual rise in the proportion of B2 graduates from 28 % in 2013 and 49.9 % in 2019, together with the respective increase in C1 students, the target 50 % was not achieved. Among the factors contributing to better results the authors point up the corresponding rise in the per centage of B1 entrants and better teaching after the series of intensive IELTS trainings in 2014-2015. However, the careful analysis of the situation revealed that the major factor is the volatility of the contingent, where up to 30 % are expelled or are still

enrolled only on paper, and around 20 % join the programme in the 2nd or even 3rd year of studies. The authors raise the issue of accuracy of IELTS results as the KPI in the university environment.

Keywords: IELTS, placement, proportion of B2 graduates, volatility of the contingent.

The English language programme has received a high priority at NUST 'MISiS' since 2002, when the university together with 15 other Russian leading higher education institutions was selected to take part in the Competitiveness Enhancement Program 5-100 **[**5-100 Russian Academic Excellence Project, 2013]. The uniqueness of 'MISiS' is that the English course, dubbed Touchstone@MISiS, is 4-year long for all bachelor majors, with 600 contact hours overall. The rationale for such an extensive course was that graduates from high ranking universities must be able to take part in academic mobility programs, study for master's degrees abroad and later use English in various communicative and professional situations at work.

Such an extensive language English program imposes high demands to continuous assessment and, what is of utmost importance, to a final test, which will accurately measure learners' achievements in the end [Hughes, 2012]. Students at NUST 'MISiS' learn English with an aim to study or work in an English speaking environment, and therefore they take an academic proficiency test IELTS [IELTS website]. For all we know, taking IELTS by some students is not unusual in many Russian universities [Financial University website; Higher School of Economics

website; South Ural State University website; Velikaya, 2015], but mostly as an option at the end of an elective course.

In our university the final exam is taken by all bachelors at the end of the 7th semester, and administered by certified exam centres [BKC-IH in 2013-2015, Students International IELTS Test Center]. Thus, the final assessment is objective, as it is external, and measurable, as it is done according to international standards.

Apart from the final control, a 4-year long course needs other forms of assessment, both formative and summative [McNamara, 2000]. Each semester ends with a graded credit, which comprises class participation, online and project work together with progress tests. The Department of Modern Languages and Communication (IYAKT) practiced landmark assessment for several years in the form of KET and PET after the completion of A2 and B1 modules, accordingly. By now we had to abandon this practice due to logistic problems and allocated resources to administering IELTS.

Similar to global university ratings, which are based on determinants of efficiency [Zinchenko, Egorov, 2019], the English language program at NUST 'MISiS' also has key performance indicator, which is the percentage of graduates who achieved B2 and higher. IELTS Band 6.0, which corresponds to low B2, is the minimal requirement for joining master's program in many foreign universities [Financial University website; Higher School of Economics website; South Ural State University Website].

NUST 'MISiS' pioneered the introduction of efficiency determinants in the foreign language program, so at first the KPI was stated as 30 % of

graduates with B2 level until 2017, then was stated as 50 % and remained as such up to present. Having failed consistently to demonstrate 80 % results, IYAKT set the target of 50 %, which seemed more realistic to achieve. This article will demonstrate the results of IELTS in dynamics from 2013 till 2020 against the placement test levels and argues that in the open university system, where many students are either expelled, or take academic leave, or join the program in the middle due to redeployment from other universities, the KPIs should be realistic.

Results. The results of seven years of taking and passing IELTS are given on the graph (Figure 1). It must be noted that in 2020 those students who did not take the exam in the assessment center, took IELTS online on Canvas LMS, so the results of 64 % B2 cannot be trusted. Overall, the trend is definitely upwards, with the proportion of B2 students rising from below 30 % to about 50 %, and that for C1 from 2 % to 10 % in 2013 and 2019, accordingly. The increase in the final results paralleled the growth in entrance levels from 20 % B1 in 2010 to 40 % B1 in 2017 (placement test).

Among other factors contributing to better results we can allegedly name the level of expertise of English teachers due to massive training with BKC experts in 2014 and 2015 and experience in IELTS preparation. The motivation of students to take IELTS was around 65 % according to our survey [Rossikhina et al., 2019] and, what is of interest here, did not decline even after 2017, when reaching Band 5.5 in English ceased to be necessary to get a bachelor's degree from 'MISiS'.

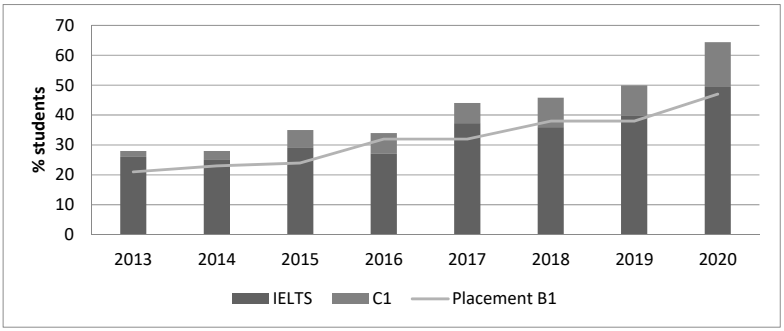

Figure 1 – IELTS against Placement over 2013 and 2020 period

Figures 2-4 demonstrate IELTS bands achieved by students who entered the program with different levels of proficiency. As can be seen, the results for all trajectories became higher in 2019 as compared with 2015 and 2017, but the most dramatic shift happened in the A2 trajectory. If in 2015 the overwhelming majority finished the English program at Bands 4.0 or 5.0, in 2019 the mean became Bands 6.0-6.5.

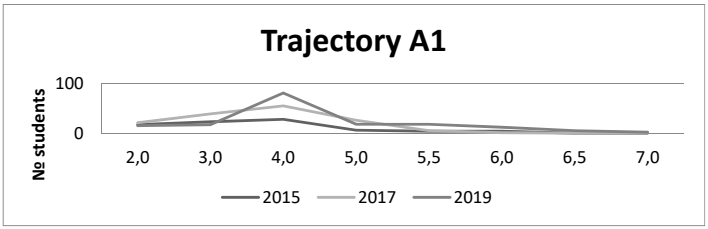

Figure 2 – IELTS bands against the entrance levels (A1)

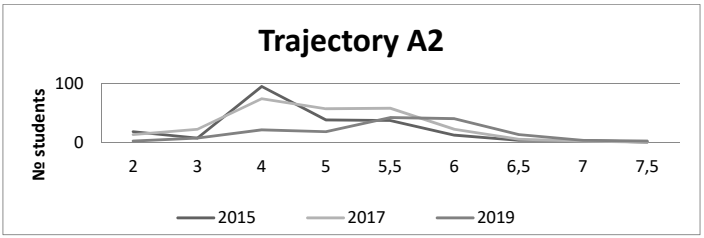

Figure 3 – IELTS bands against the entrance levels (A2)

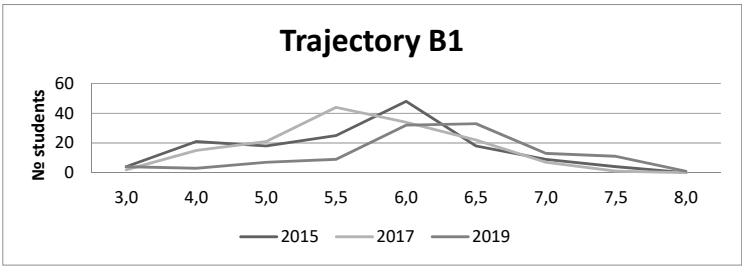

Figure 4 – IELTS bands against the entrance levels (B1)

However, despite the obvious improvements in the indicators, the target of 50 % B2 was never achieved (the COVID-19 year is not taken into account). The possible reasons for that are listed in Table 1.

Table 1 – Mobility of student population by year

Volatility	2014	2015	2016	2017	2018	2019	2020
ABS*	12.7	15	40	16	15.8	21	16.4
TR or AcL**	6.7	16	5.4	13.2	24	23	21.8
Expelled	50	47	35	29.7	20	31	15.8

*ABS – absent in all parts of the exam; **TR – transferred from another institution; AcL – academic leave.

Approximately a quarter of candidates who are included in 'MISiS' exam lists, did not study on the Touchtone program consistently (TR and AcL), and roughly an equal proportion of students from the 1-year lists had been expelled by the graduation year. The ABS group is diverse, comprising those who had been expelled or are currently on academic leave, and those who were just unwilling to attend the exam. We have traced each student from the TR or AcL category in the university

archive(1C: Enterprise) in 2017, and found out that 46 % joined the program somewhere in the middle, with different levels of proficiency, and the other 54 % were nominally on the lists, but actually had been either permanently or temporarily expelled.

Table 2 – Students who were not on Touchstone program consistently

Reasons	% in TR or AcL category
Transferred from other institutions	46
Expelled in 2020 / 2021	8
Long academic leave	13
Recent academic leave	33

Conclusion. IELTS exam results as an indicator of the English language program efficiency seem well justified, and having such a test exerts a positive backwash effect on teaching and learning. As the position of NUST 'MISiS' in international university ratings increases, the entrants are becoming more prepared for studies, and the placement English test results are going up. After eight years of observations we can say that Touchstone@MISiS program became much more efficient, if assessed by IELTS results. Having said that, the target of 50 % is still hardly achieved. The findings demonstrate that for the university volatile situation, where around half of the student contingent constantly come and go, the KPIs should be reconsidered towards more realistic aims, and 50 % of achievers is a very good result.

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TO THE PROBLEM OF REVEALING NATIONAL PECULIARITY OF SEMANTICS

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The paper is devoted to the problem of revealing national peculiarity of semantics. Until introduction of the comparative-parametric method of linguistic research within the framework of the Voronezh theoretical linguistic school stating national specificity of lexemes, their sememes, as well as lexical groups used not to be objective. Even insignificant individual differences in semantics allowed the researchers to confidently state the existence of national specificity. The author claims that stating the existence of national peculiarity of semantics should be based exclusively on objective data. It is also claimed that the aim of the national specificity research is not just to state the existence or absence of national peculiarity of semantics but to determine the degree of the latter. The possibility of the above mentioned is illustrated at the example of the Ph. D research carried out with the help of comparative-parametric method of linguistic research under the author's supervision.

Keywords: semantics, national peculiarity, comparative-parametric method, indexization, scaling.

The problem of revealing the national peculiarity of semantics has been in linguistic focus for several decades. It should be noted that the main difficulty, as a rule, is to determine the degree of manifestation of the national specificity of lexemes, their sememes, as well as lexical groups.

When identifying individual differences in semantics, even insignificant, researchers as a rule confidently state the existence of national specificity. Meanwhile, the presence of nationally specific differences in the semantics of lexical units and groups in different languages actually does not require any proof; they are predicted a priori, since we deal with different languages. In this regard, the very fact of stating the presence of national specificity in a particular case, strictly speaking, does not represent any linguistic value. When studying the national peculiarity of semantics, the task of a linguist is not just to state its presence, but to determine the degree of its manifestation. Until recently, this was not possible, but with the beginning of the development of the comparative-parametric method of linguistic research within the framework of the Voronezh theoretical linguistic school, the situation has changed for the better.

This method, with the help of two research procedures used in it: indexization and scaling, allows, based on objective quantitative indicators, not only to state the presence or absence of nationally-specific differences, but also to determine their degree.

The indices used in the framework of the comparative-parametric method (at the moment there are about 180 of them) are intended to give the quantitative characteristic of the degree of national peculiarity of a concrete parameter, the use of the scales, of which there are seven at the moment, allows to give the qualitative characteristics to the data presented in a quantitative form and to make an objective conclusion about the degree of the differences identified.

We shall illustrate the use of the comparative-parametric method for identifying national peculiarity of lexical-semantic groups at the example of S. Koltakova's PhD research carried out under our supervision.

Sofya Koltakova [Koltakova, 2008] identified the national peculiarity of the thematic groups "Labor" and "Rest" in Russian and English. To characterize the degree of national specificity, the author used such parameters as introduced by V.I. Karasik [Karasik, 2004: 111] *nominative density* – the number of lexical units nominating a certain sphere of reality, as well as 9 indices introduced within the framework of the comparative-parametric method: *index of polysemy, index of belonging to the thematic group, index of intragroup structural-semantic connectivity of the group , index of lexical-semantic closeness of a structural unit of a group, index of brightness of a subgroup within a thematic group, index of monosemanticity of lexemes in a group, index of primary denotative attribution of lexemes to a group, index of secondary denotative attribution of lexemes to a group, index of primary and secondary denotative attribution of lexemes to a group, index of intersection of different groups* [Sternina, 2014].

Of the 10 parameters used by the researcher, 8 are calculated in percent, and two: *the nominative density* and the *index of polysemy* – in absolute numbers.

To give the obtained quantitative data qualitative characteristics S. Koltakova proposed 2 scales: *a scale for determining the degree of manifestation of national peculiarity of lexical groups by individual parameters* and *a scale for determining the degree of national peculiarity of a lexical group as a whole* [Koltakova, 2008].

According to the first scale, nationally specific differences in individual comparison parameters are characterized as **significant, noticeable, visible** and **insignificant**.

For parameters which indices are presented as percentages, the degree of manifestation of national specificity is equal to the numerical difference between the indices of the compared groups. If the discrepancies between the indices are more than 10 %, the national peculiarity is qualified as **significant**, with differences in the range from 5 to 10 % – as **noticeable**. If the difference between the indices is from 1 to 5 %, the national peculiarity is considered **visible**, with the difference of less than 1 % – **insignificant**.

For parameters represented by absolute numbers, the degree of manifestation of national peculiarity is calculated through the ratio of the corresponding indices of the compared groups. If the obtained figures are in the range from 1.0 to 1.1, the differences are considered **insignificant**, if these figures are in the range from 1.1 to 1.2 – **visible**. If they range from 1.2 to 1.3, the differences are characterized as **noticeable**. If the numbers turn out to be more than 1.3, the degree of manifestation of national peculiarity is qualified as **significant**.

As a result of the study, it was found that for the thematic groups "Labor" in the Russian and English languages national-specific differences can be classified as **significant** in four parameters (index of polysemy, index of monosemanticity of lexemes in a group, index of primary denotative attribution of lexemes to a group, index of lexical-semantic closeness of the group), **noticeable** – in three (index of secondary denotative attribution of lexemes to a group, index of primary and

secondary denotative attribution of lexemes to a group, index of belonging to the thematic group), **visible** – in one parameter (index of intersection of groups), **insignificant** – in two parameters (nominative density, index of intragroup structural-semantic connectivity of the group).

For the thematic groups "Rest" in the Russian and English languages, **significant** national-specific differences were revealed in six parameters (nominative density, index of polysemy, index of monosemanticity of lexemes in a group, index of primary denotative attribution of lexemes to a group, index of lexical-semantic closeness of a group, index of belonging to the thematic group), **noticeable** – in one parameter (index of primary and secondary denotative attribution of lexemes to a group), **visible** – in two parameters (index of secondary denotative attribution of lexemes to a group, index of intersection of different groups), **insignificant** – in one parameter (index of intragroup structural-semantic connectivity).

To determine the degree of the national peculiarity of the studied lexical groups as a whole, the researcher proposed and tested *a scale for determining the degree of national peculiarity of a lexical group as a whole.*

According to this scale, if, when comparing two lexical groups, **significant** and **noticeable** discrepancies prevail, the national peculiarity of these groups is characterized as **pronounced**. If **visible** and **insignificant** discrepancies predominate, then the national specificity is characterized as **mild**.

Since in the thematic groups "Labor" and "Rest" in the Russian and English languages, *significant* and *noticeable* national-specific differences

prevail, it was stated that both these groups demonstrate **pronounced** national peculiarity.

Thus, we have demonstrated the capabilities of the comparative-parametric method in terms of identifying the national peculiarity of semantics. With the help of the indices and scales introduced within the framework of this method, it became possible not only to state the presence or absence of national specificity, but also quite objectively, basing on concrete numbers, to show the degree of its manifestation.

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ADAPTING DICTOGLOSS TO DIGITAL TRANSFORMATION

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Teaching foreign languages online currently faces a challenge of adapting existing activities to digital transformation. Dictogloss approach introduced by Wajnryb has been practiced in language instruction since the 90s. Dictogloss is a task-based procedure which combines a dictation and a composition. The objective is teaching grammar and recycling vocabulary as well as developing listening and writing skills. A short text is read twice by the teacher, while learners jot down content words. In small groups, learners then reconstruct their version of the dictated text from the isolated words. Their own text should be cohesive and accurate from the point of view of grammar. The digital transformation of the procedure requires adaptation of certain stages of the activity and entails the focus change. The research experiment aims to evaluate the effectiveness of Dictogloss adaptation to online teaching. Quantitative content analysis measures the change in the amount of time spent for different stages of the task, the dynamic of the number of the key words used and the change of the noticing methods over the experiment. Qualitative methods include observation and questionnaires. The results show the growing effectiveness of the activity dependent on the amount of practice in online learning. Partial digital transformation of the procedure is recommended for offline learning.

Keywords: dictogloss, digital transformation, online teaching, task-based learning.

Dictogloss. Wajnryb first introduced the reconstruction of a dictated text "so as to capture as much as possible of its information content in as accurate and acceptable a linguistic form as possible" [Wajnryb, 1990: 5]. A 100-150-word text, "reasonably complete in itself", is read twice by the teacher, while learners put down content words [Nation & Newton, 2009: 59]. In small groups, learners then reconstruct their version of the text from the isolated words aiming at grammatical accuracy and textual cohesion, but not at replicating the original text. The reconstruction stage is followed by the analysis and correction stage when groups copy their texts to the whiteboard, compare them, discuss errors and the hypotheses underlying those choices and contrast their versions with the original.

This is a task-based procedure as task-based language learning is a "meaning-focused activity in which learners are occupied with understanding, extending or conveying meaning, and cope with language forms as demanded by that process" [Prabhu, 1987: 28]. The language is decoded at the dictation stage and encoded at the reconstruction stage in learners' own words. Dictogloss is therefore sometimes called 'dicto-comp' (dictation and composition).

Aims. Dictogloss is a consciousness-raising activity aiming at discovering learners' "areas of needs" and then teaching to those needs [Wajnryb, 1990: 24]. Creating a cohesive, logical and grammatically accurate text helps learners to become aware of what they know well and what they don't know.

Dictogloss implements an inductive approach to grammar teaching where the focus on context and meaning precedes the focus on form. As the learners process the input, they learn grammar through noticing. Thus,

the grammar discovery approach is implemented [Rost, 2011: 186]. Dictogloss follows a constructivist theory as the learners construct knowledge rather than receive it [Thornbury, 2006: 50] when they create and analyze their own texts. Dictogloss also serves to recycle vocabulary as the context helps clarify the words' meaning and the way the words collocate.

Sub-aims include refining note-taking skills. Besides, global aural comprehension is improved through work on bottom-up listening skills (e.g. familiarity with the sound of word combinations) and on top-down skills (e.g. making inferences based on deduction) [Nation & Newton, 2009: 73].

Adaptation for online learning. Digital transformation of the procedure requires the adaptation of some stages and entails a change of the nature of the task.

The online procedure enhances writing skills development as each student can contribute more to creating the text in google documents. In offline dictogloss, all the participants are involved in doing a process-writing task gathering and organizing ideas and reviewing what has been written. However, only one person, a script, writes the text while the others dictate [Nation & Newton, 2009: 114]. Online dictogloss offers more opportunities for each learner to turn their ideas into the written text and edit the final product because google.doc allows multiple users to work on the same text.

Learner's motivation and responsibility grows as each contributes into the final product not only at the brainstorming stage, but also at the

stage of writing. This is also guaranteed by the fact that the teacher can see the share of each learner's contribution in google.doc.

The time spent on doing the task decreases significantly. Firstly, the learners discuss, write and edit the text at the same time, so they can work on different parts of the text simultaneously. Secondly, the stage of copying the texts of the mini groups from the paper to the whiteboard is replaced by copying the texts from the mini groups' respective google documents to the common google document for the whole class, which takes seconds. This allows for a more thorough analysis stage, which increases efficiency of the task.

At the analysis and correction stage, teaching to emerging needs is reinforced by the variety of online materials available to the teacher, while offline teaching is limited by the materials prepared for the lesson. This allows for more flexibility on the part of the teacher and increased learner-centeredness through teaching to learners' needs.

Material. The research experiment aiming to evaluate the effectiveness of Dictogloss adaptation to online teaching was conducted on the one-minute news materials of the BBC site (https://www.bbc.com/news/av/10462520). This choice was stipulated by the course aims at the journalism department of Lomonosov Moscow State University which include developing listening skills on the basis of authentic media texts and learning media vocabulary.

Methods. The amount of time required for different stages of the task and the change of the noticing methods over the experiment were measured by quantitative content analysis. In the comparative analysis of students' texts, the lexical approach was adopted in the choice of key

words in order to evaluate the dynamic of the number of the key words used.

Qualitative methods of observation, teacher's records and questionnaires were applied to evaluate the effectiveness of the adaptation [Richards, 2001: 301].

Results. The results of the experiment conducted in 5 groups ranging from pre-intermediate to advanced level show the growing effectiveness of the activity dependent on the amount of online dictogloss practice.

The analysis of the number of key words heard and used in students' own texts demonstrates listening skills development and is aligned with Lado's idea of increasing number of words that students can hold in one span as a sign of growing proficiency [Lado, 1965: 125].

The amount of time required for different stages of the task was measured by comparing the time when the first screenshot of the google document relevant to the stage of the experiment was taken with the time when the stage finished (the latest screenshot of the same document). The research indicates that the skill of comparing, analysing and editing texts develops in online dictogloss as the time required for the respective stages decreases.

The observation method revealed four types of noticing and teacher-guided noticing: learners noticing the errors made by their group; learners noticing the errors made by another group; learners noticing, questioning and paraphrasing a correct expression or grammar structure in the text made by their group; learners noticing, questioning and paraphrasing a correct expression or grammar structure in the text made by another group.

Observation used at the correction and analysis stage suggests that noticing is more effective in relation to the text created by students' own group while errors in the other groups' texts tend to go unnoticed. Out of the two types of noticing focused on the other groups' texts, error noticing prevails over attempts to find a more natural or successful way to express the idea.

Observation reveals learners' growing skill in remembering and referring to other students' hypothesis concerning the texts and trusting classmates' choices.

The experiment shows that online dictogloss develops noticing and editing skills. It advances writing skills, reduces the need in teacher-guided discovery and promotes learner's autonomy.

Questionnaires' analysis exposes learners' desire to increase the amount of writing time. However, this seems inefficient for intermediate and advanced levels as groups where more writing time was allocated avoided using language that they were not sure of. Thus, increasing writing time leads to inability to define the needs of the group and to a failure to achieve the aims of the task.

Conclusion. Online adaptation of dictogloss shows students' growing contribution to the task. Due to its time saving nature, online dictogloss increases learner-centeredness through more successful teaching to learners' needs as compared to offline procedure. Self-correction skills improve, which advances autonomy and develops writing skills. Thus, online adaptation increases the task's efficiency.

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CONTENT AND LANGUAGE INTEGRATED LEARNING AS EXTRA MOTIVATION FOR STUDENTS AGED 10-12

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This article takes a closer look at using Content and Language Integrated Learning (CLIL) approach during the lessons for students aged 10-12. You can get acquainted with basic characteristics of this methodology, get the grounding of the age group chosen and why students of this age are more likely to perceive information through CLIL approach better.

During the research, which was conducted in 2017-2021, there were several experiments done and analyzed. They include separate extracurricular events (lapbooks projects, story competition project), the system of implementing CLIL approach into curriculum of a private English language studio and students scientific conference in English.

The results of the research have shown that students aged 10-12 have already studied a sufficient number of lexis and grammar items which help them to perceive and analyze new information connected with a non-language subject in English. As for the outcomes of the experiments we observed increase in both quantitative (the amount of sources explored, points gained at the conferences) and qualitative (more complicated projects, skills gained) indicators. Summing up, we have come to the conclusion that CLIL approach is a great way for extra motivation. Due to it, "studying English" is transformed into "studying in English" and, by

these means, teachers are able to fulfill lessons with new and unusual activities suitable for student's spheres of interests and hobbies.

Keywords: content and language integrated learning, CLIL approach, content, communication, cognition, culture, projects for students.

When children start learning English at school, a new language comes to their life. Some students understand new concepts easily, others have difficulties, but both often have a question "*Why do I need to learn English?*". It is difficult for them to find the answer. Although they know, of course, that it will be useful in the future, but it is a distant perspective which is not motivating enough to learn the language right now.

At the same time, in the twenty-first century people have to accomplish tasks in English – getting degrees, collaborating with foreign colleagues, studying the research of scientists from around the world, presenting at international conferences, etc. Due to this, it becomes important for children to be able to learn English, and Content and Language Integrated Learning (CLIL) in primary and secondary school helps students to develop the relevant skill.

CLIL gives a wide range of possibilities transforming "studying English" into "studying in English". The language is not the aim itself but a tool, which increases students' motivation and develops productive skills more successfully. CLIL is the learning of subjects through a second or third language and the improvement of language proficiency through the learning of subject areas, i.e., the achievement of subject and language goals simultaneously [Marsh, 2009].

The main idea CLIL-lessons is expressed in the so-called principle of "4C" [Coyle, 2008]:

Content: studying the subject, getting new knowledge about it.

Communication: new knowledge is not provided in a ready-made form, but "constructed" through activities and communication of a teacher and students with each other, perception and production of a foreign language in all its forms (listening, reading, speaking and writing).

Cognition: development of thinking skills.

Culture: ability to look at people, things and phenomena through the prism of another culture, which makes effective intercultural communication possible.

Thus, the following characteristics of using CLIL in the educational process can be highlighted:

– a language becomes a tool for learning the content of a subject;

– classes are based on engagement in the language environment;

– a language is integrated into the general curriculum;

– lessons are exciting and funny (for example, students do experiments or projects), but students also should read texts to get new information.

In classes where the CLIL method is used, students see that it is possible to learn something new with the help of English. If students learn naturally and something new is presented to them in a playful way, their attitude toward discovering new things is positive. Learning a language becomes more meaningful because it is used to solve specific problems here and now. And most importantly, students develop a positive attitude toward the learning process in general.

It should be noted that CLIL approach has better outcomes if students are at least A1-A2 level of foreign language proficiency [Mashrapova, 2017: 51]. This means that students should understand the speech of the teacher and their classmates in everyday situations; be able to introduce themselves; ask and answer questions; understand short simple texts, finding specific, easily predictable information in them; write simple short notes and messages.

Thus, CLIL is productive starting from grades 4-6. Students aged 10-12 are able to use all types of skills - listening, reading, speaking, and writing. Although lexical approach is more important for CLIL than the grammatical one, but fluency cannot develop without the grammatical base, which is formed by the end of elementary school. This allows to pay equal attention to both subject content and the use of language in English lessons.

As a part of this research, an experimental group of students aged 10-12 was formed. During 2017-2021 they took part in the following projects: The Cambridge Story Competition; Lapbooks Project; monthly classes in school subjects using CLIL methodology; research and presentation at international scientific conferences in English “Multicultural world: problems of mutual understanding”.

During the preparation and participation in the Cambridge Story Competition (the English language and literature), students learned about the components of a story using examples of the stories “What am I?” and “The monster under my bed!” and wrote their own stories, which took part in the Cambridge Story Competition.

In September-October 2018, the students created lapbooks – interactive books with tasks, folds, envelopes, text information, and illustrations. The participants chose topics such as “Flamingoes”, “Cats” (English and biology); “Maths” (English and math); “Planets and constellations” (English and astronomy). They watched videos and read texts on their topics, created interactive books, and presented the results.

This project allowed us to apply the CLIL method in a more profound way, divide the project preparation into several stages. After the presentations we got positive feedback from the students and their parents, most of them noted interest in the new approach to teaching English, high motivation of children and the formation of public speaking skills.

Since September 2019 on the basis of the English language studio “Big Change” (Syktyvkar) these students had additional classes in English, where each month was devoted to one area of science. The choice of subjects came from the general curriculum and corresponded to the cognitive abilities of both younger and older students. During this period, we had classes in music, arts, literature, history, mathematics, ecology, biology, and geography. It was important to use all skills – receptive (reading, listening) and productive (writing, speaking). The main aim of the lessons was to learn new vocabulary along with practicing grammatical structures (comparatives to describe pictures in the month of art, past tenses in the month of history, etc.). The outcome of each lesson was a project – a problem book in math, a poster about an animal in biology month, etc.

During this period, we have seen a significant increase in student interest: while in the 2019-2020 school year the classes were attended by

50 % of students, in the 2020-2021 school year this number increased to 90 %.

The students' participation in international scientific conferences was the most complex project to apply elements of CLIL to the teaching of English. The students chose topics that were most often related to personal life (taking up swimming or loving cats) or hobbies (music, movies, animated series, social media). The next steps were to conduct the research, prepare a presentation, and deliver a speech at the conferences.

In total, students participated in four conferences: in December 2018 – 4 people, in April 2019 – 5 people, in December 2019 – 7 people, in April 2021 – 18 people. We have clearly seen the growth in the number of participants, which shows an increasing interest in the event. Those students who participated regularly showed a significant improvement in their public speaking skills.

The overall progress of the entire group can be seen in the increase in the proportion of first, second, and third prizes diplomas awarded to participants of the experimental group. The final stage after each conference was the reflection phase when the students shared their experiences.

Because the elements of the CLIL approach were introduced gradually, with each project we had the opportunity to make the tasks more complex. The assistance from the teacher was gradually reduced. This experiment proved to be successful and confirmed the effectiveness of the CLIL approach in learning English.

Thus, the CLIL-method is a functional approach to teaching, which allows solving a large number of educational tasks. Using CLIL starting

from grades 4-6 is the most successful and productive. Students of this age already have a certain lexical and grammatical base that allows them to perceive, process and analyze new information related to a non-linguistic subject in English. The results of the experiment showed an increase in both quantitative (volume of materials studied, scores in conferences) and qualitative (complexity of projects, skills and competencies formed) indicators.

Thus, this research proves that the use of CLIL-methodology has great prospects for students. The approach expands the boundaries of the educational program, opening up opportunities for real-world English.

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