

просто невмінням правильно розподілити дихання, відсутність інтонаційної зв'язку між окремими частинами фрази заважають сприймати сенс усного міркування.

7% опитаних студентів відзначають недотримання норм літературної мови: орфоепічні спотворення в термінах, іменах і прізвищах відомих людей.

Все вищесказане дає можливість говорити про необхідність формування риторичної культури викладача. Побудова ефективного мовного висловлювання, встановлення і підтримка комунікативної рівноваги в аудиторії, створення і підтримка атмосфери довіри, психологічного комфорту, відкритого і рівноправного співробітництва є найважливішими складовими риторичної майстерності викладачів закладів вищої освіти.

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FEATURES OF TEACHING THE ENGLISH LANGUAGE TO FOREIGN STUDENTS FROM TURKEY

An important prerequisite for ensuring the effectiveness of the educational process of foreign students is to take into account the peculiarities of their adaptation to the socio-cultural environment in Ukraine. Beginning to study at a Ukrainian higher education institution is associated with a number of problems, as a foreign student must not only learn to effectively organize their educational activities in an educational institution, but also go through a complex process of adaptation in a new socio-cultural environment. to acquire skills of intercultural communication. The experience of teaching English in the audience of students from Turkey confirmed a number of advantages and difficulties in developing a style of teaching and its implementation.

Among the difficulties are:

- Language barrier, as the group includes students with different levels of English proficiency.

- Lack of an intermediary language. In the educational situation, teachers do not speak the native language of foreign students, and students, in turn, do not speak Ukrainian or Russian.
- The difference between the organization of the educational process, forms and methods of teaching in the Ukrainian free economic zone and the corresponding elements of education in the higher school of the student's native country.
 - Lack of independent work skills and unwillingness to do homework.
 - Lack of motivation in case of lack of interest in the subject.
 - Religious and social national features, celebrations of major state and religious holidays.
 - Difficult and rather long period of adaptation to the natural and climatic conditions of Ukraine.

The process of adaptation to an unusual social and cultural environment continues throughout the period of study and its success depends on the individual characteristics and character of the student, and on the professional and human qualities of the teacher [1, p. 102-107].

Since the knowledge of English in such a group is not uniform and, as a rule, is only a basic level, this also causes certain difficulties during the educational process for a teacher whose competence does not include the knowledge of the students' mother tongue, Turkish in particular. In the absence of an intermediary language in such a situation, as one of the options at the initial stage of teaching English, it is possible to organize indirect English-Turkish communication between the students of the group and the teacher according to the scheme: Teacher - student-recipient - students of the group [3, p. 155-156]. The recipient, as a rule, is the student who speaks English better than others in the group and can be an intermediary between the teacher and other students when explaining difficult grammatical or lexical material.

When teaching students from Turkey, other difficulties arise at the phonetic and lexical levels. At the phonetic level, it is necessary to develop articulation skills, because the acoustic sound of the Turkish language (tempo, rhythm, intonation, etc.) differs significantly from English and Ukrainian. The articulation apparatus of students at this level is not yet sufficiently adapted for the production of sounds in the English language, often students automatically transfer the pronunciation skills of certain sounds from their native language to English, which leads not only to the appearance of an accent in speech, but also to errors at the content level [2].

For example, students from Turkey find it difficult to pronounce loud open and labialized sounds of the English language due to the presence of unlauded vowels in the native: [a] - [ä] [e] - [ë] [u] - [ü] [o] - [ö]. The sounds [θ] and [ð] are also quite difficult for pronunciation, students from Turkey, as a rule, produce them as [t] and [d], respectively. Such substantiation of sounds significantly complicates the process of mastering speech material. The sound [g], denoted by the letter g of the Latin alphabet, is also difficult for pronunciation, especially if this letter is used in the middle of a word. In this case, the sound [g] is either not pronounced at all, or is substantiated by the lighter sound [h].

These sounds require increased attention from the teacher and special training in a variety of exercises, especially in those where there is a contrast with the corresponding sounds of the native language. At the lexical level, certain difficulties occur in the interpretation of English lexical units and the peculiarities of their use in the language. At the initial stage of training, it is appropriate to use dictionaries, electronic media and the Internet for the sake of leveling language misunderstandings between the teacher and students. For a more comfortable and high-quality mastering of the English language at the initial stage, the use of the method of a communicative approach and interactive learning, which create conditions close to the real process of communication [3, p. 158-160]. Modern communicative methodology offers widespread introduction into the educational process of active non-standard methods and forms of work for a better conscious assimilation of the material.

Practical experience proves that the use of individual, pair, group and team forms of work is quite effective for the development of communication skills of students of different ethnic groups.

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PACULARITIES OF RAISING STUDENT'S MOTIVATION WHILE TEACHING ENGLISH ONLINE

Many factors influence the student's motivation to learn, in particular: interest, perception, desire, self-confidence, self-esteem, patience and complacency. Research shows that motivated students are more likely to engage in challenging activities, actively engage in the learning process, and demonstrate increased efficiency, perseverance, and creativity.

Before deciding on the main ways to increase motivation for learning English, we will define the concept of «motivation». R. A. Hotlib believes that motivation is the driving force that encourages a person to successfully learn a foreign language [2].

Motivation plays an extremely important role in learning. It helps to intensify the behavior of the individual, to acquire knowledge, to direct the activities of students to specific goals, to develop socially important abilities and qualities, to improve efficiency and to form a sense of discipline. Motivation is widely recognized by researchers as one of the main factors influencing the pace and success of the process of learning foreign languages. Another important factor is the formation of a stable motivation for educational and cognitive activities, which should be maintained throughout the educational process. The teacher should stimulate self-control, also encourage and develop various means of productive cooperation.

Researchers from the United States have determined that the teacher also needs to make an effort to develop and increase the motivation to use distance learning technologies. Among the main steps that a teacher of a higher educational institution should take to increase motivation to use distance learning technologies are: giving vivid examples, introducing interesting forms of work, developing materials that are visually attractive to motivate students (using illustrations, interesting questions, etc.), applying skills development mechanisms, establishing collaborative work, etc.