

coherent utterances, and ensure the transfer of knowledge to new communicative situations. In addition, they increase learners' motivation by incorporating a creative component into the learning process. According to P. Nation, it is the regular use of vocabulary in productive language use that is the key factor in its transition into active vocabulary [3]. Thus, the productive use of vocabulary is a crucial stage in the development of foreign language communicative competence, as it is at this level that the transition from knowledge of a word to its functional application takes place. The use of digital tools significantly expands the possibilities of this process, ensuring multimodality, individualization, and a closer resemblance to real-life communicative situations.

To conclude, effective vocabulary instruction requires not only the introduction and reinforcement of vocabulary, but also the systematic organization of productive activities in which words serve as a means of creating meaning, interacting with others, and expressing oneself.

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METHODOLOGICAL ASPECTS OF CREATING TEACHING MATERIALS IN PROFESSIONAL ENGLISH FOR STUDENTS MAJORING IN MUSIC ON THE GOOGLE SITES PLATFORM

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In the context of CLIL (teaching subject-specific disciplines in English and certain phenomena of the language itself) and EMI (teaching subject-specific disciplines in English) together with the enhanced role of English as ELF (English as a Lingua Franca) [2] as well as the overall digitalisation of the educational

process, the creation of digital (electronic) teaching materials for professional disciplines taught in English and, in particular, teaching materials in English for ESP (English for specific/professional purposes) constitutes an integral requirement of today's online instruction process.

One example of the organisation and presentation of teaching materials for ESP (professional English) online to students of higher music education is the 'MUSIC ABC' Google Site, whose underlying practical advantages are as follows: the increased accessibility of educational content, a more appealing graphic and visual design as well as the possibility of viewing it in different modes (for computers, tablets and phones). This site features certain methodological aspects that are closely intertwined with certain technical aspects of similar online materials.

Thematic scope: this site is centred around 15 topics of basic professional communication/use, which are common to different areas of higher music education (for different faculties). These topics are listed as an interactive menu (which can be placed either vertically on the left or horizontally at the top of the site).

Language level and complexity: within these topics, there is a gradual progression in the language complexity of the texts from Level A2 to B2.

The *materials* used are texts, as well as audio and video recordings, drawings and images related to the relevant professional topics and embedded in the pages of the website (both from a computer and YouTube). Presented and running parallel to the text, there are glossaries of both 'active' terminological units (TUs) to be mastered and explanations/translation of complex lexical units (LUs) of general use. This layout (when viewed on a computer) facilitates the perception of the text, the search for translations into Ukrainian and the transcription of unfamiliar TUs and LUs. The availability of translation is regarded as a practical implementation of translanguaging in the instruction process, which presupposes recourse to one language to increase the understanding of another language, thereby enhancing proficiency in both languages [3]. Moreover, an instructional

approach that combines the strategic use of learners' first language with the direct method (that can also be applied while teaching these materials) may provide a more effective model for language teaching [4].

The teaching material is *organised* according to the methodological principle of oral precedence with the aim of activating the existing knowledge of the subject by way of brainstorming and presenting ideas in a foreign language (in some cases with the visual support in the form of drawings, pictures or photographs that reflect a certain aspect of professional communication). Subsequent to this step, professional texts are offered, the information from which students must use so as to supplement their answers with the mandatory use of the relevant TUs. Further on, the acquired knowledge is consolidated via exercises involving confirming/refuting various statements by providing evidence from the text (preferably in students' own words, but obligatorily with the relevant TUs) or via exercises where students complete sentences (perceived as verbal cues/support as a structural and linguistic scheme for further speaking on professional topics [1]). The next task consists in consolidating the TUs (providing them for paraphrased explanations, translation into English, naming pictures, matching/selecting equivalents, etc.). Due to the possibility of adding external links, some topics include links to tests on such platforms as Google Forms and MS-Forms, which are designed to either further develop lexical subskills (TUs) or develop such skills as reading, listening and speaking during discussions. The logical conclusion of individual content blocks is the transfer of the acquired knowledge and consolidated TUs to students' own professional experience (development of speaking or writing skills).

Thus, such a website is designed to boost students' motivation to master English for professional purposes, acquire new professional knowledge, while additionally creating the conditions for the implementation of blended learning [6] (both integrated and parallel) as well as the flipped classroom, in which solo work assignments are completed before being applied in practical classes [5].

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УЧАСТЬ У МІЖНАРОДНИХ ГРАНТОВИХ ПРОЄКТАХ ЯК СПОСІБ ПІДВИЩЕННЯ МОТИВАЦІЇ СТУДЕНТІВ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ

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Сьогодні вищі навчальні заклади освіти в Україні переживають не найкращі часи. Повномасштабна військова агресія фундаментально перевірила принципи Європейського простору вищої освіти (ЄПВО). Війна ставить під сумнів не лише нашу фізичну інфраструктуру, а й нашу здатність підтримувати академічну свободу, забезпечувати якість та підтримувати наші фундаментальні цінності. Європейські принципи, зокрема принципи публічної відповідальності, під тиском перетворилися з рамки для інтеграції політики на життєво важливий інструмент національної та академічної