комунікативною спрямованістю мовних завдань; скерованістю завдань на використання лінвістичних знань і набутого досвіду студентом у процесі вивчення української мови (встановлення паралелей, знаходження спільного й відмінного, вияв збігів лексичних систем). Апробація описаної методики на заняттях з англо-, франко-, арабомовними студентами підтвердила свою ефективність.

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INNOVATIVE TEACHING… IS IT MY PAIR OF SHOES?

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Teaching can be defined as the systematic presentation of facts, skills, ideas and techniques to students. An analogous concept to teaching is pedagogy that can be defined as the art or profession of teaching. There is a personal exchange between the mind of a teacher and that of a student. The teacher demonstrates to the students how to recognize the truth, think for themselves, and encourages intellectual and analytical responses. Teachers are also active listeners.

A language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture. «The acquisition of a second language (…) is also the acquisition of a second culture.» [7, с. 177].

English has been increasing in popularity. Its growth as a method of communication in the areas of education, business, and government has hindered advancement of using native languages and frustrated economic and social progress for individuals not proficient in English.

We teach adult students. Adult language learners bring various skills, abilities and foci (the center of interest or activity) to the classroom and also some limitations and challenges. They tend to be autonomous and self-directed, goal-oriented, practical, and want the material they learn to be. Adults often have widely varying motivations for studying a second language. Some are studying ESL for personal or professional advancement; some have financial motivations; others want to enhance social relationships or satisfy external expectations.

Cooperative Language Learning is an approach to teaching and learning that advocates as much interaction and cooperation among students as possible. Cooperative language learning requires that a variety of projects and activities be used that allow for student participation. Examples of such activities and projects include long– and short-term group projects, study groups, content-based lessons, research projects, scientific experiments, information-gap activities, rehearsal of presentations or skits, and other teamwork activities.

Interactive Learning – communication is interactive. Successful communication depends as much on the speaker's production as on the listener's reception. Interactive lessons are planned with significant amounts of pair and group work, with use of authentic language to create real-life communication. The tasks prepare the students for actual language use by using factual dialogues and conversations. In order that students may attain their individual goals, the teacher should interview or assess them to determine their needs, expectations and proficiency levels.

Language levels vary both between students (some students are more proficient than others) as well as between individuals (students may be strong in one skill and weak in another). Some students, proficient in oral expression, may find themselves struggling with the essay writing section of the test. Others, proficient in reading, may find the structure portion of the exam extremely difficult, particularly the portion that requires the identification of errors. The challenge for the teacher is to provide opportunities to develop all skill areas within a limited amount of time.

Now teachers are facilitators that empower their students, promote intrinsic motivation in their students, and create opportunities for their students to succeed. Farrell and Jacobs (2010) suggest there are six *roles of teachers*:

1) teachers as searchers for knowledge
2) teachers as models of effective learners
3) teachers as guides
4) teachers as researchers, materials developers, and decision makers
5) teachers have to go off the beaten path
6) teachers as engaged intellectuals [9, c. 27]

One of the key teaching methods in the traditional classroom teaching process is raising open-ended questions and providing feedback. **Open-ended questions** can better trigger students' divergent thinking. Open-ended questions are an effective way to challenge your students and learn more about how they think. They encourage extended responses and allow your students to reason, think, and reflect. Some examples of open-ended question include, «What do you think...?» and «How did you decide... ?» Open-ended questions are those with no single right or wrong answer.

Of course, the question rises: «How should we encourage (motivate) students for learning?» Due to Covid 19, we got used to do teaching via e-learning. However, in most cases if students are not forced to participate they will not do so. It is up to the teacher to therefore include relevant activities into the lesson to prompt the students to get involved and link it to their grades somehow. Who says online learning should be passive and dull? You can do a lot with a tool that enables creation, sharing and reporting. In addition, you can do anything with a tool that does all that in an engaging way, and even makes real time feedback and following one's progress visible.

Weaving **games** into lesson plans can improve engagement, inspire creativity, and develop content knowledge during a challenging time. Games have been used as a learning tool for centuries. The core concept behind game-based learning is teaching through repetition, failure and the accomplishment of goals. Students work toward a goal, choosing actions and experiencing the consequences of those actions. As a student learns through game-based learning, they gain much more ownership of the material, which improves retention. The combination of different approaches and goal-based learning addresses all of the learning styles at the same time.

To prepare students for jobs that haven't been created yet, we need to teach them how to be great problem solvers so that they'll be ready for anything. One way to do this is by teaching content and skills using real-world **case studies**, a learning model that's focused on reflection during the problem-solving process. Case studies have been used for years by businesses, law and medical schools, physicians on rounds, and artists critiquing work. Like other forms of problem-based learning, case studies can be accessible for every age group, both in one subject and in interdisciplinary work.

You can get started with case studies by tackling relatable questions like these with your students:

1. How can we limit food waste in the cafeteria?

2. How can we get our school to recycle and compost waste? (Alternatively, if you want to be more complex, how can our school reduce its carbon footprint?)

3. How can we improve school attendance?

4. How can we reduce the number of people who get sick at school during cold and flu season?

A case study is simply an interesting problem with many correct answers.

Another interesting model of teaching called **flipped learning** a model of teaching that swaps the time when teachers traditionally give lectures and the time when students traditionally do homework. With this model, students watch a video lecture instead of their homework, then, when they come to class, they spend that time completing assignments, taking quizzes and participating in small groups. Meanwhile, the teacher is free to help students who are having trouble [7].

Based on the above, we must conclude that the concept of teaching foreign languages introduces new approaches to the organization of the educational process, so it is important for teachers today to constantly improve their knowledge of modern methods of teaching foreign languages, to introduce the latest educational concepts and technologies.

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СТРАТЕГІЇ І ТАКТИКИ НАВЧАННЯ ПОЕТИЧНОГО ПЕРЕКЛАДУ

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Навчання стратегіям і тактикам поетичного перекладу займає важливе місце у структурі навчального процесу підготовки професійних перекладачів. Ця дисципліна орієнтована на вивчення загальної теорії перекладу художнього тексту як особливого типу мислення, світосприйняття, рефлексії та саморефлексії [2]. Щобільше, художні тексти у цілому і поетичні зокрема без перебільшення можна вважати найвищим творчим виявом митця і культурним багатством народу. Невід'ємним компонентом методичної складової дисципліни є її тісний зв'язок з такими курсами, як «Перша мова», «Теорія і практика перекладу», «Основи художнього перекладу» та інші.

Уведення до навчальної програми курсу з поетичного перекладу викликано потребою ознайомити майбутніх перекладачів з розвитком дисципліни у її історичні перспективі. Такий підхід забезпечує