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THE USE OF ENGLISH-LANGUAGE MULTIMEDIA MATERIALS IN THE FORMATION OF GRAMMATICAL SKILLS: THEORETICAL ASPECTS

A lot of visuals or images have been used to aid in the teaching and learning of languages. When teaching grammar, employing visuals helps students acquire particular grammatical rules or aspects faster. Particularly conversational, inductive, and consciousness-raising grammar teaching methodologies are supported by visuals.

Some claim that pupils cannot acquire grammar the way that they naturally pick up certain grammatical rules when they learn their first language. [1]. In other words, they don't think that students can consciously recognize grammar rules. Someone says that grammar training is important because it enables pupils to express themselves verbally and in writing. Whether inductive or deductive training is used, learners should finally acquire a sufficient comprehension of grammar. In the post-method era of language acquisition, grammar education needs to be presented in a variety of ways to help students comprehend how important it is to learn grammar.

What important is how grammar may be taught by teachers using visual aids, which are easily accessible resources for language learners. Using visual aids, which are easily accessible materials for language teachers to teach grammar, is one technique to complete this objective. Students who lack grammar instruction may perform English skills with frequent grammatical errors, which may indicate that they lack comprehension of how language is learned or sentences are put together. In other words, grammar instruction helps students acquire a language by improving their understanding of how sentences are put together. For students to learn, retain, and be motivated to participate in the entire teaching and learning process, teachers should design enjoyable and anxiety-free grammar learning projects [2, p. 250]. As a result, there is still a need for an alternative approach to teaching grammar to students; one such approach is for language teachers to include the use of contextual, easily accessible local visual aids or illustrations in their grammar lessons (such as facts, cultures, buildings, and scenery, etc.). This idea is referred to as "visual-based grammar teaching".

When teaching grammar, it is often effective to employ visuals to capture and hold students' attention, make complex grammar principles understandable, and aid in learning retention. Given these benefits, visuals help lower secondary pupils conceptualize the material being taught to them, promote better understanding, and create realistic and entertaining contexts for learning grammar that allow students to relate the material being taught to their own experiences [4, p. 5].

Teachers may be able to choose from a number of images thanks to the flexibility of using visuals, which can be beneficial for helping students understand grammar. High school students may often find visual grammar instruction to be beneficial. For instance, you can teach young kids particular grammatical patterns using visual aids like cartoons, photographs, photos, sketches, and stick figures. [3, p.120]. On the other hand, the use of additional visuals like pictures, drawings, graphs, charts, or texts via particular media like presentation slides, workbooks, and handouts may catch learners' attention and motivate them to actively engage in class activities, which will ultimately help them understand particular grammatical rules taught using different teaching methods, such as deductive or inductive methods. Buildings, zoos, forests, rivers, libraries, labs, and museums are just a few amazing real-world examples that can be used to teach language.

In conclusion, based on the needs and learning goals of the students, a variety of images can be used to teach grammar at different levels. This necessitates the creative use of pictures by the teacher, which best supports the learning of grammar.

References

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СТРУКТУРНІ ОСОБЛИВОСТІ АНГЛОМОВНИХ ЛЕКСИЧНИХ ЗАПОЗИЧЕНЬ У ЛЕКСИЧНІЙ СИСТЕМІ НІМЕЦЬКОЇ МОВИ

«*Anglizismus ist eine Übertragung einer für das britische Englisch charakterisiert durch Erscheinung auf eine nichtenglische Sprache*» [2, с. 186]. Згідно з Дуденом, англіцизм – це «передача явища (поняття), характерного для британської англійської мови, іншою неанглійською мовою». Англійство – це характерна особливість англійської мови, що виявляється в інших мовах. Англійство – це слово або мовний зворот, запозичене з англійської мови [1, с. 24]. Англіцизми та слогани англійською виконують у німецькій рекламі такі функції: привертають увагу споживача, служать для номінації нових предметів і явищ, служать економії мовних засобів і точності вираження, виступають як різні стилістичні засоби, є модними словами, надають рекламному тексту