

It's important for teachers to have a good understanding of Moodle and its features in order to effectively use it in their teaching.

Overall, there are many different methods of distance English teaching available, and students can choose the method that works best for their learning style and schedule.

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УДК 811.111

### THE IMPORTANCE OF LINGUISTIC RELATIVITY IN TEACHING PROCESS (ВАЖЛИВІСТЬ ЛІНГВІСТИЧНОЇ ВІДНОСНОСТІ У ПРОЦЕСІ ВИКЛАДАННЯ)

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*Концепція лінгвістичної відносності рідко досліджується в контексті навчання, однак вона може бути актуальною для розуміння психічних процесів, що стоять за пізнанням, сприйняттям і розумінням. У статті розглянуто зв'язок між мовою та розумінням і важливість лінгвістики та лінгвістичної відносності у викладанні як іноземної/другої мови, так і інших предметів.*

**Ключові слова:** *мова, лінгвістика, гіпотеза лінгвістичної відносності, розуміння, когнітивна лінгвістика, мова викладання*

*The concept of linguistic relativity is rarely explored in context of teaching, yet it can be relevant for understanding mental processes behind cognition, perception and comprehension. The article considers the relation between language and comprehension, as well as the importance of linguistics and linguistic relativity for teaching both foreign/second languages and other subjects.*

**Key words:** *language, linguistics, linguistic relativity hypothesis, comprehension, cognitive linguistics, language of schooling*

Language plays an integral role in our lives, being the primary way of communication and teaching, exchanging ideas and sharing knowledge. It certainly is essential in learning: students comprehend new information as they are listening, talking, reading and writing about the subject they learn. The role of language in our lives does not diminish with time: it is just as important for a language-

acquiring toddler, as it is for a university student. Language can be seen as a foundation of education, as it defines how individuals think, learn, and communicate.

This idea, that the language people speak influences their way of thinking, is known as the linguistic relativity hypothesis or the Sapir-Whorf hypothesis. Although the concept of relation between language and thinking has existed since 18th-century (mostly as a linguistic determinism), Franz Boas, a German-American anthropologist, was the first one to elaborate on it. Boas made three arguments about the nature of language which have become the basis for the concept of linguistic relativity:

- languages classify experience;
- different cultures classify experience differently;
- linguistic phenomena are unconscious in character.

American linguists Edward Sapir and Benjamin Lee Whorf further developed Boas' arguments, making emphasis on language's system and patterns, rather than its unconscious nature. The two shaped a modern understanding of the principle of linguistic relativity and the relationship between language and thought [4]. The Sapir-Whorf hypothesis influenced many other academic fields besides linguistics, such as philosophy, psychology, anthropology and neurobiology. Though, the exact link between language and cognition is still an unsolved scientific problem, the relation between them is evident.

As language is our basic way of communication, it can be seen as a tool for teaching and presenting information to the students in efficient and understandable manner. Therefore, the teaching language differs from the one used in everyday life, as its communicative purpose is specifically to help students in conceptualizing the subject, expressing their understanding and for interacting with others about the meaning and implications of what they learn. There is a specific term to describe the dominant national or minority/regional language used in the classroom for teaching: "language of schooling", otherwise known as "language of instruction" [3]. Unlike an informal colloquial language, it also requires following the norms of the standard language, which is especially relevant in context of Ukrainian education, as violation and unawareness of Ukrainian standard language norms are still quite common both among students and teachers (the notorious Surzhyk can be seen as a product of centuries of oppressive language policy, as well as an extreme case of cross-linguistic influence).

This level of language proficiency is known as "academic language": it refers not just to different regional or national languages used in school, but to a more specialized and formal type of language, used specifically in classroom lessons, books and assignments [3]. Yet which language elements, patterns, strategies, grammatical structures and rules are characteristic of teaching and learning? It is hard to say, as there is no universal standard of what academic language should be like, and the term itself is quite ambiguous. However, experts seem to agree that academic discourse can be characterized as exact, objective, complex, highly structured, complete, unambiguous, explicit and content-focused.

There are also numerous textbook-specific words and phrases, which are commonly used during lessons to describe activities and assignments: *define, summarize, give an example, differentiate, evaluate*, etc. Verbal and cognitive activities seem to be inseparable: there is no content without language and vice versa [1]. Language reflects thought at every level. The words chosen by the speaker are a catalyst that boosts content comprehension as thinking processes in human brain are directly correlated to language. Grammatical structures organize thoughts by outlining the ways in which the information should be perceived [6].

There is a specific study of language as a mental phenomenon, which is based on linguistic relativity hypothesis. It is called cognitive linguistics (sometimes both words are capitalized to distinct it as a form of linguistic study). Cognitive linguistics is a cluster of overlapping approaches, which merges with various branches of anthropology, psychology and sociology. Unlike cognitive psychology, which also heavily relies on linguistic relativity hypothesis, cognitive linguistics focuses more on natural language as a means for organizing, processing, and conveying that information. One of its goals is to properly determine what sorts of mental representations are constructed by various sorts of linguistic utterances [5].

In regard to foreign language learning teachers should also consider the cultural context to give students better understanding of why the language in question functions the way it does and to introduce them to a new mindset and way of thinking. Different languages encapsulate different worldviews, some have words for things that others do not, and most languages divide up and name the world differently from one another [2]. Linguistic relativity suggests that languages exist within context and it is important to understand their conceptual categories, which manifest in all four linguistic levels: phonology, morphology, syntax, and semantics. By studying foreign\second language students not only acquire a skill of international communication, but also discover different cultures and ways of thinking, getting a new perspective on their academic disciplines and expanding their overall knowledge.

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УДК 811.111

## LISTENING DIFFICULTIES FOR FIRST-YEAR STUDENTS (ТРУДНОЦІ В АУДІЮВАННІ ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ПЕРШОГО РОКУ НАВЧАННЯ)

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*Однією з найважливіших навичок спілкування в реальному житті є вміння слухати. В аудіюванні труднощі виникають на першому році навчання англійської мови. Базові знання, довжина та швидкість тексту, незнайома лексика та різний акцент є основними труднощами розуміння на слух.*

*Ключові слова: вміння слухати, студент першого курсу, відповідати, незнайома лексика.*

*One of the most important skills for communicating in real life is the ability to listen. The difficulties of the first year English majors in listening abilities. Background knowledge, length and speed of the text, unfamiliar vocabulary, and different accent were the major listening comprehension difficulties.*

*Keywords: Listening skill, first year student, respond, unfamiliar vocabulary*

Listening is the most fundamental of the four language skills. Learners can be exposed to a lot of authentic input through listening, and if the input is comprehensible, it would lead to improvement of other areas of language such as pronunciation, speaking and even reading and writing. It is widely recognized today that listening is an active skill, or rather, a cluster of various sub-skills, which are both learnable and teachable. Listening is regarded as an essential element of foreign language proficiency, and plays an important role in foreign language programs. People listen for a variety of reasons, including studying, enjoyment, working, and so on. Due to the complex and intricate nature of listening comprehension in a second or foreign language, listening is said to be the most difficult of the four language skills that all language learners are expected to acquire. Listening is the most important skill for language learning because it can