

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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Всеукраїнська асоціація з мовного тестування та оцінювання

ЯКІСНА МОВНА ОСВІТА
У СУЧАСНОМУ ГЛОБАЛІЗОВАНОМУ СВІТІ:
ТЕНДЕНЦІЇ, ВИКЛИКИ, ПЕРСПЕКТИВИ

*Матеріали I Всеукраїнської
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Useful tips for running The Living Library format. The Living Library project is most applicable at classes of literature and conversational English. Before the class starts, students should already have been exposed to topics related to the main themes of book. To make class effective, it helps to create a set of slides providing information about the author, the book, pictures and stories connected with the reception of the book by public. At the end of the class students should be able to demonstrate the ability to compare and contrast; provide understanding of the plot and the setting of the story; apply strategies of interpretation, analysis, evaluation; define and provide examples of vocabulary from the text.

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AN AMERICAN FAIL: REFLECTIONS OF A U.S. MAN ABROAD

Language is a form of currency. Every one of us deals in it daily. We exchange, barter, argue, persuade, describe and narrate with language. And just as some monetary currencies are more valued than others, language currencies are treated much the same way. In fact, I'd wager that if one were to match the strongest world monies to the country's native language, one would find the so-called global languages at the top, and the English language chief among them. I feel confident that someone has done this already – or else, no one needs to because the results would not be all that surprising. But, as an educator, I must keep this language-as-currency metaphor in mind because it helps my frame of mind in the classroom, and keeps me cognizant of just how fortunate I am to be where I am from and speak the language I speak.

Dr. Jinhyun Cho, a Korean-English translator and professor at Macquarie University in Sydney, Australia, describes this connection as “market capitalism combin(ing) with academic capitalism.” In my travels and teaching experience abroad – first in Indonesia and now here in Ukraine – I have come to see quite clearly how this relationship plays out. My students overseas, or the parents of students for my younger ones, mostly see English in economic terms. A pathway to university and careers and prosperity in an increasingly globalized world that has positioned English as the language of business. In many ways, speaking English is a status symbol, an indication of good schooling and parenting. In Indonesia, for instance, English speakers are highly sought after in the dating pool. Here in Ukraine, the relationship to English seems to be different, since

there are so many languages spoken here, but fluency in it certainly provides clear advantages.

I learned none of this in America. No one even mentioned it – just how lucky I was to have English as my native language. Our attitude towards our native tongue is one of indifference at best and ignorance at worst. I have come to view this cultural apathy about language as a failure of our already problematic education system. American students often treat their language study with a general malaise, like trying to get a small child to eat his vegetables. What appears to be missing from this educational equation is reinforcement from an elementary age on that language has real economic value, and that learning its intricacies and how best to use it can yield real economic results, which, of course, is tied directly to personal development.

But simply spoon-feeding students maxims about the importance of English for personal development would not be a panacea. The modern, globalized era has given rise to other considerations, ones linked to culture and identity. At a time in which nations, despite recent nationalistic backlashes, are promoting the free flow of goods and services and ideas and people around the world there are inherent limitations that are not likely to disappear soon. In a 2014 article entitled “Fragmented Memory in a Global Age” published in *The Modern Language Journal*, Professor Anne Freadman frames one problem succinctly. “If globalization truly had achieved—or could achieve—the free flow of people, goods, and ideas around the globe, then culture itself would be globalized, with no specificities impeding infinite mutual understanding. What it has produced, a contrario, is an array of diasporas, more or less precariously implanted in new habitats, more or less isolated, their sense of home dislocated between the near and the far” [1]. What we have seen with things like the U.S. presidential race and England’s Brexit vote, are the unsavory results of what can happen with perhaps too hasty globalized initiatives. The fact is that we do not change as quickly as our laws or noble ideas would have us. Rapid cross-pollination of disparate cultures leads of course to miscommunication at least or fear and aggression at worst.

The balance that must be struck then is the promotion of cross-cultural communication and language learning along with a solid foundation in native language and culture. If there could be a silver lining in the largely cursory study of foreign languages in America, it is that it can afford students the opportunity to dive deeply into the English language. However, in my view, there should be no reason that the right

note cannot be struck to achieve an outward-looking foreign language curriculum while remaining grounded in native culture and identity. I believe that this might be an underlying challenge as Ukraine moves forward with its educational programs, finding that balance, and instilling in students that English study can provide them with “academic capital” but this does not mean it must come at the expense of personal investment in Ukraine itself.

The English language has opened so many doors for me, as it does anyone who learns it in earnest. Given my advancing age and career prospects, it is unlikely that I will become fully fluent in another language. This is unfortunate. But my own personal failings and the tacit failings of my native educational system to instill in me the personal capital and opportunity that being multilingual provides, offers me a unique perspective to express to my students just how fortunate they are to have more than one language at their disposal. Nevertheless, pride should be taken in one’s native tongue and country, and while opportunity might take our students to lands far beyond the horizon, let us urge them to always think of home, as I do, and look for the ways that they might plant themselves once again in native soil and use their language gifts in the place they got them.

REFERENCES

1. Freadman A. “Fragmented Memory in a Global Age” / A. Freadman [Electronic Resource]. Available at: https://www.researchgate.net/publication/263751774_Fragmented_Memory_in_a_Global_Age_The_Place_of_Storytelling_in_Modern_Language_Curricula

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AUTOMATED TRANSLATION SYSTEMS AS AN INTEGRAL PART OF THE MODERN PROCESS OF PROFESSIONAL TRANSLATION

The rapid advances in information technology significantly influenced the professional activities of translators. Now it is not enough just to make an adequate translation, this should be done in the shortest possible time. Therefore, in order to optimize the translation process,