

sometimes native speakers themselves make a mistakes.

**In conclusion, we can say that many factors, such as the old traditions and mentality of Koreans, have influenced the Korean Accented English and now we can see this language as one that it was almost from the very beginning, but with new words derived from the English language. Because of its uniqueness, the Korean language, like most Asian languages, is quite different from the English language in phonetic and grammatical aspects, which was reflected in Konglish. Thanks for your attention.**

#### References:

1. David I. Steinberg «Korea's Changing Roles in Southeast Asia: Expanding Influence and Relations».
2. Fan fang, Handoyo Puji Widodo «Critical Perspectives on Global Englishes in Asia: Language Policy».
3. Roby Marlina, Ram Ashish Giri «The Pedagogy of English as an International Language».
4. <https://americanpronunciationcoach.com/accent-reduction/korean-accents/>
5. [https://digital.lib.washington.edu/researchworks/bitstream/handle/1773/20772/Schirra\\_washington\\_0250O\\_10335.pdf;sequence=1](https://digital.lib.washington.edu/researchworks/bitstream/handle/1773/20772/Schirra_washington_0250O_10335.pdf;sequence=1)

## DEVELOPMENT OF ECOLOGICAL COMPETENCE DURING LEARNING ENGLISH

LIUDMYLA M. KOVALOVA, Senior Teacher  
 SERGEY S. LYASHENKO, Senior Teacher  
*Melitopol Medical Professional College*

According to the concept and objectives of the New Ukrainian School, everything that happens to children in educational establishments should help them become competitive. Simply saying, children need to acquire the knowledge and skills that they will need in the future at school.

To achieve this, the Ministry of Education and Science has developed ten key educational competencies, based on the “Recommendations of the European Parliament and the Council of Europe on the formation of key competences for lifelong learning”. These include communication in the state and native languages, foreign languages, lifelong learning, initiative and entrepreneurship, awareness and self-expression in the cultural field, environmental consciousness and healthy habits, social, mathematical, information and digital competence, as well as understanding of natural sciences and technologies.

Each of these competencies is formed during schooling. Conventionally, they can be combined into four main "C": creativity, critical thinking, communication and command (team) work. [1]

One of the actual challenge, that Ukrainian teachers are solving nowadays, is ecological education. This problem is topical in modern society

that's why our high school can't ignore such question. Bringing up solicitous attitude to our environment, a person is formed as a citizen of his or her own country, is inured, maintaining and saving of the Earth.

Currently the term "ecology" has not got only biology contents, but also social. Declaring Ukrainian territory as the zone of ecological disaster, the Supreme Rada determined the target of the state to stop the environmental crisis and to lead our society to harmony relationship with environment. Thus, ecological education should be begun from the childhood and be carried on all life. First of all, new consciousness has to be formed. We all often hear that chemistry is blamed in our terrible environmental situation. Children after grown-ups follow to state about our "ill ecology", unknowing that ecology is the science about state of environment, and it can't be bad or good. Surely, a schoolboy or a schoolgirl can't monitor the process of placing of radioactive waste or stop hazardous industry.

We think ecological education should begin individually: from your house, from your own street. Certainly, we made up our minds after learning such units as "Ukraine – My Motherland", "Environmental Protection". Only realizing personal opportunities, learning to solve the nearest ecological problems, a human can think about the fate of the universe.

We began from that point with our students. We decided to realize project "Blooming youth – blooming country". Before starting our project, we conducted a survey among students to find out visual patterns of Ukraine. Students were proposed to name patterns arising in consciousness with the word Ukraine.

The majority of respondents tended to describe Ukraine using names of plants: sunflowers, kalinas (viburnums), verbas (willows), wheats, cherries, chernobrivets.

The second question was to ascertain what students could do for improving ecological situation in Ukraine.

After processing we got the next answers:

- For improving our life we had to keep our houses tidy, so that we could do for our college;
- We could plant new flower and trees and save olden trees;
- We could green our classrooms;
- We could clean streets near our college.

Then we set goals of our projects to green our courtyard and backyard.

According to the legend "How Cossacks brought tulips" we decided to plant spring flowers as tulips and daffodils as symbol of our spiritual unit with Europe.

Such project helped our students to feel of being patriotic citizens and hosts in their own country. Also they understood that they could do a lot starting from the nearest goal and ending with the great.

Formation of ecological competence involves the formation of a system of ecological values, awareness and development of ecological knowledge at the level of facts, concepts, theories, laws, ideas of ecology, awareness of the importance of environmental education in the formation of personality and overcoming environmental crisis; ability to operate with knowledge for theoretical and practical development of reality; development of ecological consciousness as a system of ideas about the world, which is characterized by a focus on ecological expediency, lack of opposition between man and nature, the perception of natural objects as partners in interaction with humans.[2]

So, during English lessons we can develop not only communicative, but also ecological, social, cultural, information and digital competences with the help of different team (command) projects, where children and students can realize their creativity and awareness.

#### **References:**

1. [https://lb.ua/society/2019/09/02/435731\\_klyuchovi\\_kompetentnosti\\_nush\\_yak.html](https://lb.ua/society/2019/09/02/435731_klyuchovi_kompetentnosti_nush_yak.html)
2. <https://www.cuspu.edu.ua/ua/ntmd/konferentsiy/3-mizhnarodna-internet-konferentsiia-2015/sektsiia-5/3608-formuvannya-ekolohichnoyi-kompetentnosti-maybutnoho-vykladacha-biolohiyi>

## **STUDENTS' PROFESSIONAL SELF-DEVELOPMENT WITH USING THE MODERN INFORMATION TECHNOLOGIES AT FOREIGN LANGUAGE LESSONS**

ALLA N. KROKHMAL, Associate Professor, PhD (Pedagogy)  
*O. M. Beketov National University of Urban Economy in Kharkiv*

The development of society in the economic and political spheres requires universities to train comprehensive developed specialists who are ready to cooperate with foreign partners. These are specialists who are not only professionals in their fields but also have foreign language competence. A modern high-level specialist must be able to communicate in their native language but to be ready to communicate with foreign partners using a foreign language as well. University teachers were faced with the issue of training a specialist with a high level knowledge of foreign languages. This goal can be achieved with traditional and modern forms, methods and techniques of teaching. Modern education cannot be imagined without using the information technology that facilitates the process of learning and education. The use of modern information technologies is not only relevant but also problematic issue because teachers must have not only professional knowledge but be able to use modern innovative technologies at all stages of learning.