

Now for /eə/ many people say /er/. This should be fine, but...They don't distinguish between /el/, /eə/ (or /er/) and /eil/. That is, these pairs of words sound exactly the same for them: fell – fair – fail; bell – bear. Of the three, they usually choose /el/ (as in "fell").

Vocabulary. In Chinglish, "I know" is generally used instead of the term "I see", when used to tell others that you understand what they said. "See", "watch", "read", "look", all refer to "看" in Chinese. For example, "看電影" means "to see a film" or "to watch movie", "看書" means "to read a book", "看著我" means "to look at me". Because of that, Chinglish speakers use "look" instead of "see", "watch", or "read". The same phenomena can be found in the use of "speak", "say", and "talk" – 說. For Chinglish speakers, the expression "Can you say Chinese?" means "Do you speak Chinese?"

Chinglish is the combination of the Chinese culture and the English language. China English has linguistic characteristics that are different from the normative English in all linguistic levels, including phonology, lexicon, syntax, and discourse. Chinese don't have some vowels, consonants and diphthongs as Englishmen have, so they had to change them and to adapt.

Reference:

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2. <https://www.quora.com/What-does-the-Chinese-English-accent-sound-like> ;
3. <http://www.yorku.ca/earmstro/chimerica/markdown/> .

THE USE OF INFORMATION TECHNOLOGY IN HIGHER EDUCATION

IRYNA STEPANENKO, Lecturer

O. M. Beketov National University of Urban Economy in Kharkiv

Our modern world is becoming increasingly dependent on information technologies, as they are being used more in all areas of public life. For millions of people, computer has become a familiar attribute of everyday life, has become an irreplaceable assistant in study, work and leisure. It has saved a person from routine work, simplified the search and receipt of necessary and timely information, communication between people. It has accelerated decision-making processes. All this led to the emergence of a new type of culture – information. People begin to master it from early childhood. Therefore, the use of information technology in higher education is an objective and natural process. Nowadays this is a requirement.

Initially, computer makes it possible to systematize existing methodological developments and transfer them into electronic data. Thematic

planning for all English courses, training cards, schemes, testing options are easily updated, replicated if changes are needed in curricula, textbooks.

Information technologies can be used in various ways in English lessons.

The most common form is multimedia presentations. Presentation preparation is a serious, creative process, each element of which must be considered carefully in terms of student perception. It takes about 2-2.5 hours to prepare one presentation for a specific lesson using animation, graphics, audio tools, fragments of multimedia encyclopedias. But the final product allows you to stop using all other types of visual aid. It allows teacher to focus on the course of the lesson as much as possible, since managing the program comes down to simply clicking the left mouse button.

Types of Media Presentations. The most common form of media presentation is the **print message**. Although we often don't consider text in the same light as other media, a well-constructed set of notes or questions can do a lot for not only communicating information, but it also represents the most cost effective way of distributing resources that students can revisit after a lesson.

Another common form of media that can be used in the classroom comes in the form of **still visual media**. These include **graphic messages** in the form of pictures, drawings and photographs, as well as **visual graphics**, like tables, charts, maps, and diagrams. These can be useful for communicating a wide variety of topics.

Visual media can be extremely powerful, evoking emotional reactions, aesthetic interest, or providing a quick overview of some quantifiable situation. While some learners might prefer graphic information, it is important to equip students with the necessary skills to analyze and understand information conveyed through visuals. However, still visuals tend to be more limited in the amount of information conveyed than when text is used.

Moving visual media include movies, animation and other videos. When such images are combined with complementary audio, as a form of **multimedia**, this is known as an **audiovisual message**. This form of media tends to be very accessible, combining the advantages of both graphics and audio. Viewing an audiovisual presentation, however, is considered a particularly passive activity on the part of the learner.

However, these might be more effective than **audio messages** in capturing learners' attention. Audio messages include **oral media** like songs, chants, speeches, as well as instances where stories, poems, or articles are read out loud. Still, audio messages represent an effective way to invite active listening and the formation of mental images based on a specific topic. Compared the text, audio messages represent a more passive learning activity and, since many people read faster than people generally speak, print media is generally able to convey more information in the same time span [2].

Various tests and simulators can be used in class for deeper learning of the material and knowledge check. This can be tests developed by a teacher in

Word or Power Point programs, or ready-made test versions, a lot of which can be found on the Internet. They can be simple tests in the form of texts, providing several options from which you need to choose the right one. They can also be presented in the form of pictures, images, and photographs. The ways of work with tests are also diverse – general questioning, individual interview, independent test completion, after which the correct answers are displayed on the screen. Simulators also contain tasks that can allow to organize frontal, group and individual work of students in the lesson and at home, to monitor learning. For example, during the initial assessment, students are asked questions. If the answer is wrong, the created presentation allows students to return to the desired fragment of the lessons by using hyperlinks, where necessary information for the answer can be found.

Simulation tools offer many advantages compared to traditional teaching methods. They are able to demonstrate abstract concepts, allow interaction between users and simulated equipment, and provide users with feedback that allow users to improve their knowledge and skills. They are also cost-effective over the long-term.

Simulation tools can transform abstract concepts into interactive visual content, making it easier for students to understand the performance and relationship between different system parts. They can become familiar with the equipment and environment, and practice necessary skills without risking accidents to themselves, the equipment, and the environment. A wide variety of scenarios are available for students to experiment in, such as emergency events, so that they are able to execute the appropriate procedures when these events occur in the real world. Students are able to reinforce theoretical knowledge with hands-on-training through simulation tools, giving a better understanding of the material.

Simulation tools can track student progress and provide standardized feedback that can aid in developing skills. They can also offer targeted skill development – students can choose which skills to improve on and receive specific training resources, and educators can also control the content. Training materials can be easily updated, developed, or modified, and training can be done regardless of time or place. Inability to access to physical training equipment is no longer a problem as simulated equipment is always accessible.

Simulation based technical training is cost-effective in the long-run, but the initial cost of creating them can be expensive. A high level of knowledge is needed to create the models and scenarios used in training. These tools also allow students to train and experiment in a safe and controlled environment, avoiding the possibility of damage to themselves and expensive equipment. They are also reusable, and removing the necessity for equipment can reduce the cost of a course or program. Overall, as technology improves, simulation tools will continue to deliver realistic and immersive training scenarios, making them an indispensable and inexpensive educational tool [1].

However it should be noted that a bright picture on the screen is just a way of presenting material. This is ‘a one-way traffic’. The most important thing in the lesson is the lively interaction between a teacher and a student, the constant exchange of information between them. Therefore, an integral attribute of any classroom is a whiteboard. A whiteboard is not just a piece of surface on which both an adult and a child can write. It is a field of information exchange between a teacher and a student. They combine projection technologies with a sensor device, so this board does not just display what is happening on the computer, but allows you to control the presentation process, make corrections and adjustments, make notes and comments in color, save lesson materials for future use and editing.

Of course, another important element of the pedagogical process is the students project activities. Project activity is a relatively new form of work, especially in relation to computer programs. Firstly, the theme of the project should either carry a research element, or it should be a compilation, which has not been in electronic data yet. Secondly, a multimedia project by its very nature appears at the intersection of at least two disciplines (as applied to this article – ICT and English). But actually its implementation touches a much wider range of subjects – Ukrainian language, Literature, World Art Culture and a number of others depending on the topic of study. Therefore, there can be two or three project managers. It is important to determine the optimal number of project participants. Students are actively involved in project activities. This raises their interest and the results are always good.

References:

1. HOW SIMILATION TOOLS ARE TRANSFORMING EDUCATION AND TRAINING. URL: <https://www.etcourse.com/simulation-tools-transform-education-and-training.html>
2. Millie van der Westhuizen. Media Presentations: Forms & Purpose. URL: <https://study.com/academy/lesson/media-presentations-forms-purpose.html>

SCOTTISH ACCENT OF ENGLISH

ANN TUZ, student

ALLA N. KROKHMAL, Associate professor, PhD (Pedagogy), English

Language Adviser

O. M. Beketov National University of Urban Economy in Kharkiv

Scottish English is the speech of the Scots, those who live in the northern part of the island of Britain, more-or-less defined as north of Hadrian's wall. There are many accents on the British Isles, many of which are similar to what is deemed to be “standard English”, however the Scottish accent is very different. This dialect can be either very heavy or very delicate, depending on what is