communicative situation disappears due to the non-interactivity of the characters: they only pronounce the recorded audio recording, separated by pauses, during which the student can speak. Moreover, the content of the student's speech is ignored by the program. In order for the interlocutor to continue the conversation after a pause, you need to click on the special interface button. After completion of such a "dialogue", the system evaluates the degree of support for visual contact and offers a mini-test on the material heard. For example, you need to answer where the interlocutor came from, in which company he works, why he decided to attend this event, etc. Such an exercise not only trains listening skills of sounding foreign speech but also develops the attentiveness and memory necessary in professional communication.

However, the non-interactivity of the characters is not important in other scenarios, for example, at a rehearsal of a public speech. Having preloaded his presentation, a student should talk for a sufficiently long time in front of a virtual audience of ninety people, trying not to be distracted by those who move, record, or drink coffee. A useful feature is the ability to save the audio file of your speech.

With the advent of courses similar to the one described, one can cautiously talk about a new type of blended learning, where instead of the full-time component, the virtual reality component appears. And a virtual reality tool, correctly integrated into the online language course system, can be useful for those students who prefer to learn languages online.

**Conclusion.** The market for learning foreign languages in virtual reality includes some disparate developments of varying degrees of quality and completeness. Unlike the market of textbooks in English, where there are leaders and canons developed through numerous studies, there are no such leaders in the field of virtual reality.

It is important to remember that techniques for teaching a foreign language in virtual reality are one of the tools that complement the existing set of methodological tools. Its effectiveness in comparison to other methods of remote learning languages (Skype, mobile applications, online courses) remains to be proved. And despite all the advantages and potential of VR, the use of technology should be reasonable and consistent with the principle of didactic expediency – new technologies should be used only in those training situations where traditional methods are less effective. VR should not be used for the sake of VR.

<div align="center">

**References**
</div>

MondlyVR. The next best thing to actual immersion. (n.d.). Retrieved from https://www.mondly.com

VirtualSpeech – Soft Skills Training with VR. (n.d.). Retrieved from https://virtualspeech.com

<div align="center">

***Olena Holik***
*Bohomolets National Medical University, Kyiv, Ukraine*
***Oksana Demydovych***
*National University of "Kyiv-Mohyla Academy", Kyiv, Ukraine*
</div>

<div align="center">

**EFFECTIVE WAYS OF THE SPEAKING CLUB ORGANIZATION AT MEDICAL UNIVERSITIES**
</div>

**Keywords**: Speaking Club, English for professional purposes.

**Introduction.** Due to economic globalization, highly skilled professionals are not limited anymore in their access to the international job market. Ukraine is a part of the international job market due to its Pro-Western political course and active involvement in international projects all over the world. With regard to an increase in the overall competitiveness of the Ukrainian workforce, the University graduates are required to have their foreign language proficiency at a level B2 and higher. Depending on their future specialty, the University students complete a two or four-year foreign language course that is an integral part of any university training program. The intention to make active learning results from external (the need to pass exams) and internal factors including self-improvement, personal and professional growth, career development. Interactive application of various teaching techniques can be effectively realized on a regular basis through a preparation period and during the Speaking Club sessions.

Based on the literature review and personal experience, the Speaking Club can be defined as an interactive extracurricular activity requiring the application of modern interactive teaching methods that support professional learning and knowledge, promote social exchange by the development of the basic language and interaction skills. The Speaking Club must be observed as an integral part of the foreign language studies that motivates students to learn English for professional purposes at universities. However, the concept of the Speaking Club as an interactive extracurricular activity should be studied for its effectiveness in terms of the foreign language proficiency level.

*The aim of the present research* is to study the effectiveness of the Speaking Club as an interactive extracurricular activity in learning English for professional purposes at medical universities. With regard to the aim of the present research, the following *tasks* were formulated: define the concept of the Speaking Club based on the literature review and personal experience; find out the effective ways of the Speaking Club organization as well as describe its structure, roles and responsibilities of the participants; assess the effectiveness of the Speaking Club by estimating changes in both language proficiency level of the participants and their social activity engagement before and after the experiment.

**Methods.**

*Materials.* Aimed at assessing the effectiveness of the Speaking Club as an interactive extracurricular activity in learning English for professional purposes at medical universities, the study needed the application of a combination of research methods. The qualitative method was used to consider thoughts, ideas, achievements (in the form of certificates, diplomas, letters of appreciation, or the level of satisfaction) of the participants in a biased way. The quantitative method was chosen to collect quantifiable data from the medical students, analyse the figures, and conduct inquiries, tests, interviews in an unbiased way. Both methods were used in the same ratio.

*Participants.* The study enrolled 140 students of the National Medical University named after O.O. Bohomolets who made a community of undergraduates with the same interests and motivation. All participants were informed verbally about the details of the research, and a signed written consent on being included in the experiment was received from each of them.

*Procedure.* The study that lasted from 2012 to 2017 was conducted to assess the effectiveness of the Speaking Club as an interactive extracurricular activity in learning English for professional purposes at medical universities. Thus, some stages were defined to make the experiment possible: 1) finding out the initial level of English among the participants of the Speaking Club before the experiment; 2) the Speaking Club sessions within a five-year period; 3) finding out the level of English among the participants of the Speaking Club after the experiment; 4) analysis of the obtained results.

The English language proficiency level of 140 students was assessed before (in 2012) and after the experiment (in 2017). The assessment was based on four basic language skills, including reading, writing, listening, and speaking. Each skill was evaluated according to the European accepted levels. The obtained data were statistically processed using the STATISTICA software.

The activity of the Speaking Club underwent thorough and regular analysis. Along with other methods, the survey of the participants appeared to be a reliable way to find out strong and weak points.

**Results and discussion.** From 2012 to 2017, 50 sessions of the Speaking Club were conducted at the National Medical University named after O. O. Bohomolets to find out the effectiveness of the Speaking Club as an interactive extracurricular activity in learning English for professional purposes at medical universities. The language skills of the participants were assessed before and after the experiment.

In 2012, the first-year students took an initial written test (reading, writing, listening sections), as well as personal interview to assess their English language proficiency level and place in the study groups of 12-15 students of the same level. One hundred forty students were selected randomly out of all participants of the Speaking Club.

Before the experiment, the majority of the students (48.3%) had the Intermediate level of English or B2, 25.3% – the Upper-Intermediate level or B2+, 18.4% – the Pre-Intermediate level or B1 and only 8% showed the Advanced level of English or C1. It is worth noting that the detailed analysis of the test results in the listening section demonstrated an almost equal share of those with the pre-intermediate and upper-intermediate level (26% and 24.5% respectively), and only 7.5% of

the students had the advanced level of English in this section. With regard to their speaking skills, the total majority of the participants demonstrated the intermediate level (52%), 12% of the students had the pre-intermediate level, and 8% - the advanced level of English.

In 2017, 140 fifth-year students, who were enrolled in the study, took a final written test (reading, writing, listening sections), as well as personal interviews to determine their progress.

Significant progress can be observed. The number of students with the Upper-Intermediate and Advanced level of English increased and amounted to 36.5% and 44.7%, respectively. It is worth mentioning that 42 students passed their international language examinations and were awarded the language proficiency certificates confirming the English level C1. The number of students with the Pre-Intermediate and Intermediate level of English decreased to 5.3% and 13.5%, respectively. Overall improvement of the four language skills was found.

The idea of constant and never-ending improvement supported by Toni Robbins' (2019) investigation was implemented in the form of three main rules: 1) do your best; 2) behave appropriately; 3) show an interest and gratitude.

The study is coherent with the research results presented by Zavaruyva (2018). The scholar states that the Speaking Club provides all the necessary capacity for monologue and dialogue speech practice as well as involves the participants in active, problematic, direct, and indirect learning. The main didactic principles are applied to the preparation, organization, and hosting of the event and include visualization (application of diagrams, graphs, roadmaps, mind-maps, infographics, scribing, storytelling and etc.), accessibility (the topics correspond to the general level of professional expertise and language proficiency of the participants so that they do not experience serious difficulties during any session), conscious and active participation (voluntary involvement in the Speaking Club activities and intensive participation in the cognitive, educational process), systematization and continuity (interrelation between the teaching and the training stages or connecting theory with practice).

The study supports the stipulation, introduced by Sorgen (2015), according to which the Speaking Club is both language and ethical education project because, in addition to the language aspects, social issues should be taken into account during a preparation period and the event itself.

In addition, the research confirms the findings of the scientific investigations claiming that the Speaking Club, as a project or an extracurricular activity, can be used to improve not only the English language proficiency but to promote the knowledge of any other medical discipline.

**Conclusions.** The literature review and personal experience allow us to conclude that the Speaking Club should be an integral part of the foreign language studies at universities as it, being a student-driven, promotes motivation as well as develops interaction and communication skills of its members.

The Speaking Club can be defined as an interactive extracurricular activity requiring the application of modern interactive teaching methods that support professional learning and knowledge, promote social exchange by the development of the basic language and interaction skills.

In the framework of the present research, the effective ways of the Speaking Club organization, as well as its structure, roles, and responsibilities of the participants, were investigated and described. With regard to the management of the Speaking Club sessions, some important principles were defined. They deal with the interaction and communication style, moral beliefs and values, duration of the sessions, and their planning, a topic choice, and a format of the event. The emphasis is made on the main didactic principles applied to the preparation, organization, and hosting of the meetings.

The findings of the study demonstrated an overall improvement of the four basic language skills (reading, writing, listening, and speaking) and, therefore, a general increase in the English language proficiency level of the Speaking Club participants. The obtained data give us evidence of the effectiveness of the Speaking Club in learning English for professional purposes.

The social activity engagement growth was observed as well due to the active participation of the Speaking Club members in the work of the national and foreign official institutions, agencies, and organizations. That is why the Speaking Club can be referred to as a language and ethical education project.

**References**

Sorgen, A. (2015). Integration through participation: The effects of participating in an English conversation club on refugee and asylum seeker integration. *Applied Linguistics Review*, *6*(2), 241–260.https://*doi*.org/*10.1515/applirev-2015-0012*

The Effortless English Club. Club Leadership Manual (2019). [Webdocument]. Retrieved March 20, 2019 from http://www.effortlessenglishclub.com/podcast/Club-Leadership-Manual.pdf

Zavaruyva, I. (2018). Language debatable club as additional resource to studying of foreign language. *Linguistics. Lingvoculturology*, *12*(1), 13–22. Retrieved from https://lingvodnu.com/index.php/journal/article/view/66

*Olga Ishchenko, Oksana Skobnikova*

*National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Kyiv, Ukraine*

**PEER FEEDBACK IN TEACHING ENGLISH**

**Key words:** feedback, interaction, dialogue, method of teaching, targeted cooperation, peers assessment.

**Introduction.** In pedagogical practice, the method acts as an orderly way of working towards the achievement of educational objectives. At the same time, the methods of teaching activity of a teacher and the methods of learning activity of students are closely interrelated and interact. The notion of the teaching method also reflects the didactic goals and objectives of the educational activity, in solving which, in the teaching process, the appropriate methods of teaching and cognitive activity of the students are applied. Thus, teaching methods are the ways that teachers and students work together to address learning problems.

There are numerous methods of English teaching, the choice of which depends on the purpose set by the teacher. Without the choice of appropriate methods, it is impossible to achieve the goals in both theoretical and practical training. A culmination may be a wise combination of all possible methods. The natural approach method, the grammar-translation or audio-visual methods, as well as communicative one, have already proved their effectiveness. They are well known and widely used in class.

The growing need to get clear guidance on how to enhance the effectiveness of learning brought about a growing body of research that proved feedback as an undeniable key element in language learning, which can throw the light on the subject area via its social and cognitive benefits. Narciss (2008) considers feedback to be "all post-response information," which is given to inform the learner "on his or her actual state of learning or performance" (p.127). We can also refer to A New Dictionary of Methodological Terms and Notions (Asimov and Shchukin 2009), which defines feedback as "the modification or control of a process or system by its results or effects, for example in a biochemical pathway or behavioral response" (p.130). We suggest that peer feedback currently has growing potential for learning, and it needs to be encouraged and integrated into some combination with teacher's feedback into the general assessment procedure, which seems to be necessary for pragmatic reasons (Ishchenko and Verkhovtsova, 2019).

**Feedback: a teacher-student interaction method.**

Feedback provides a link between the teacher's assessment of a student and the action that follows the assessment. Bouvier and Duval (2019) insist on the necessity of changing the traditional forms of assessment. There are numerous forms of it, each of which serves its own purpose. They allow interactive learning, which is built on the interaction of all students, including the teacher. In other words, they are focused on the wider interaction of students not only with the teacher but also with each other and the dominance of student activity in the learning process. These forms are most consistent with the personality-oriented approach, since they involve co-learning (learning in cooperation), and the student and the teacher are subjects of the educational process. According to Boyd (2003), the teacher more often acts only as an organizer of the learning process, group leader, facilitator, and creator of conditions for the initiative of students.

**Feedback forms and strategies**

To make the learning process more interesting, it is important to use different methods of feedback in the classroom. Feedback can be seen as formal, informal, formative, and summative.