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Сучасні тенденції викладання іноземних мов у закладах вищої освіти: Матеріали III Міжнародної науково-практичної онлайн конференції, 13 травня 2021 р. – К., 2021. – 148 с.

Збірник містить матеріали щорічної науково-практичної конференції з актуальних питань й інноваційних тенденцій викладання іноземних мов у вищих навчальних закладах. Конференція зібрала науковців з різних міст України, Норвегії, Іспанії і Чеської Республіки. Матеріали конференції можуть бути цікавими та корисними для науковців, аспірантів і викладачів.

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III Annual Conference on Current Foreign Languages Teaching Issues in Higher Education: Conference Proceedings of the International Scientific and Practical Conference, 13 May 2021. – K., 2021. – 148 p.

The collection contains proceedings of the annual international scientific and practical conference on the topical issues of modern approaches and innovative tendencies in foreign languages teaching in higher education institutions. The scientists from different cities of Ukraine, Norway, Spain and Czech Republic took part in the event. The conference proceedings can be interesting and useful for scientists, postgraduates and lecturers.

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students' ability to identify and understand terms in the listening task are based on written or spoken texts. If the purpose is to assess students' ability to use terminology in the context, specialism-related texts can create such an environment (for example in the gap fill task). Sticking to the listed criteria ensures students' increased motivation and thus better learning results.

Conclusion. To sum up, specialism-related texts are the sources of terminological units that are to be taught and assessed when teaching English to future bachelors of applied mechanics. The choice of written or spoken technical texts should be based on the criteria of authenticity, the professional value of texts, current relevance and novelty, interdisciplinarity, and terminological abundance. The texts need to be of the appropriate level, not too easy to difficult for the students. Texts that evoke interest and stimulate communication are motivating and useful.

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ENHANCING PROFESSIONAL COMPENENCE OF PHARMACEUTICAL STUDENTS IN THE ACADEMIC ENGLISH COURSE

The advancement of pharmaceutical specialty has emphasized the role of students' communicative skills in administrative and practical work, bringing communication abilities to the cutting edge of pharmaceutical students' education. The increasing number of pharmacy students, who enroll in Master programmes and write academic papers, emphasises the need for research on the academic writing teaching perspectives. Students obtaining Master of Pharmacy degree perform a great number of tasks during their study that are based on good command of academic writing skills: pharmaceutical case reports, analysis on

medicine application, proposals for new services, graduation projects, conference poster presentations and academic papers writing. Moreover, the information suggested by the latest and advanced research contributes to the expanding of the professional knowledge as well as motivates students for life-long learning. Therefore, we assume that poor academic writing skills might affect the future career. In order to find an appropriate solution to the problem, the faculty should consider the focus on students' academic writing skills development in the skill-based curricular of English Language course and Pharmaceutical Research course design. However, this step has not been done yet and Ukrainian pharmacy students do not have the opportunity to take such course during their regular study. In such case, we consider that extra-curricular activities might change the situation. In our opinion, writing contributes to the transformation of academic information from the scientific source into meaningful knowledge that promotes professional self-development.

The present study is aimed to analyse the influence of academic writing extra-curricular course on English language and professional competence levels that are reflected in graduation scientific projects. To equip students with academic writing skills, we initiated an extra-curricular course "Pharmaceutical research: academic writing perspectives" to train students' abilities to write academic papers, analyse, evaluate, interpret and present the academic information. Thus, we hypothesise that those students who perform extra-curricular activities on academic writing would demonstrate more proficient level of their graduation work from professional and linguistic perspectives.

Data collection and analysis tools. In order to meet the study objectives, we employed mixed research methodology. As our key task was to follow the dynamic and quality of students' knowledge, we employed such qualitative data collection tools as students' graduate projects and presentations, students' abstracts and conference papers written in English, teachers' questionnaire on assessment the results of the study. In order to analyse obtained information we used additional academic rubric in addition to the traditional one with the criteria for the assessment of graduation works, linguistic analysis of abstract and papers and content analysis for the questionnaire. Apart from pharmaceutical scientific content, the graduation work rubric assessment comprised such criteria as level of knowledge acquired by a student in the learning process; novelty of the topic; quality of information processing and literature review; quality of cited sources; the research structure; logic and comprehensiveness of the text and quality of the information presentation.

For the comprehensive analysis of answers, we used content and quantitative analysis. For processing the received information, we selected the following codes: academic writing skills, professional knowledge and skills, improvement, text layout, information processing, sources assessment, methodology relevance, lack of background etc. The quantitative analysis depicted the simple statistical data as number of students with higher grades, number of similar answers to create a results generalization and number of positive and negative perceptions of the study results.

Results. The first set of results we obtained after the graduation projects presentations (n=31) when students were assessed according to the rubric. It is worth mentioning that students who attended classes from the extra-curricular course had higher grades than those students who did not. Among those criteria in which students

demonstrated the greater difference were logical research structure, level of coherence and cohesion, quality of literature review, correctness of citation and referencing, experimental results analysis, novelty of the problem statement and quality of the presentation itself. Thus, the mean total grade of those students who attended the course (n=17) was 58,5 points (grades sum over the number of students) and the mean grade point in the group (n=14) who did not attend the course constituent 51.8 points. The comparing of the results according to criteria is presented in the Fig. 1 where EG –group of students who took a course and CG- group of students who did not take a course. In the final part of the survey, teachers were asked to provide the feedback on the study. Having analyzed the results of teachers' questionnaire (n=11), we observed the following results:

- first question: 11 respondents agreed that students need high level of academic writing skills, 8 respondents added knowledge and skills of the research methodology and 9 teachers noted that scientific experience is very important;

- second question: lack of experience – 11, lack of knowledge and skill – 10, lack of motivation and interest – 4, lack of resources – 8, lack of ideas to communicate – 3;

- third question: changes in curriculum with inclusion of academic writing and reading course – 9, more opportunities for students' participation in conferences – 6, more consulting hours– 3, practical implementation if results – 6;

- fourth question: the improvements are reflected in the assessment rubric;

- fifth question: 8 respondents supported the introduction of a separate course, 3 participants suggested the course as an extension of present course on pharmaceutical research.

Taken together, these results show that there is an association between academic writing skills teaching and the quality of professional knowledge reflected in the graduation projects. The next part of our paper, therefore, moves on to discuss the causes, forms and methods of successful academic writing and professional subject integration.

Discussion. An initial objective of the project was to identify if there is an interrelation of academic writing skills development and mastering professional academic knowledge and skill for students studying for Master in Pharmacy. It was hypothesised that students with a scientific experience gained through the classes of academic writing would perform better quality of the graduation projects. Comparison of the findings confirms our hypothesis.

Having analysed the survey results, we found out that students lacked fundamental knowledge of academic language (relevant grammar and vocabulary structures), skills of interpretation of scientific contexts, texts organisation (following the rules of cohesion and coherence), utilising research data to produce extended written academic discourse and support arguments. We have to make a conclusion that it is due to the lack of scientific background and experience that is not provided by universities. These results reflect those of Hundarenko (2019) who also found that the lack of writing fundamentals and prior experience of Ukrainian students and the US students cause academic failures when they enter composition classes. In the academic writing course teachers tried to bridge this gap by offering students opportunities to practice while preparing conference abstracts; encouraging to share

their work via scientific social networks such as ResearchGate or Google Academy; providing individual meaningful in time feedback; addressing students towards advanced peer-reviewed credible scientific resources; developing search skills as well as skills of critical analysis, generalization, proofreading, formulation of conclusions; explaining research planning and methodological issues.

It is obvious that in order to develop all mentioned skills and knowledge a special attention should be paid to the selection of academic texts and resources. While studying for the Master degree, students use different types of academic written texts and it is a teacher's responsibility to provide student with texts that are relevant, updated and match professional students' needs.

To make the selection process far-reaching we outlined such criteria to follow as authenticity; novelty of research; semantic and informational value; professional relevance; matching the students' needs, interests and background. The last criterion enhanced students' personalized learning to foster their development as independent scientists (Lavrysh, 2020). The criterion of semantic and informational value implies the fact that the texts should be dominated by special, so-called "factual" meaningful content without emotionally expressive patterns. Authentic texts also demonstrate students the structure and methodology of the research and stimulate critical thinking development when students try to implement that methodology to own study. Therefore, it is important to explain students the key principle of the text organisation that fosters the processes of comprehension and processing of information. Scientific articles as one of the types of professionally oriented texts, have specific standardised sections, as well as instructions for the drug. Often, in the subject aspect, the sections of the article are similar to the content of the sections of the medicines instruction, if the article concerns the description of a medical product or recommendations for treatment. The relevance and novelty increase the level of cognitive students' activity, provide sustainable motivation to initiate and carry out research. Working with peer-reviewed articles students also gain valuable information about the principles of literature review presentation, resources evaluation and selection of source for the studying.

From the linguistic perspective, the authentic pharmaceutical text is a source of linguistic and professional information that enhance the communicative and cognitive functions of future scientists. Apart from academic language features, pharmaceutical discourse is characterised by a large number of special terms of Latin origin, linkers, specific syntactic and semantic structures, instructive verb patterns and expressed modality. Therefore, according to the results of graduation projects assessment, we can state that the level of academic writing skills improved that was seen from the quality of abstract translation.

However, not only teachers of English academic language can develop the mentioned skills. If there is no possibility to conduct a special course on the academic writing, pharmacy educators should employ different approaches to add more academic reading and writing in their courses. One of the ways is to implement functional writing tasks that are profession-related and allow practicing the writing skills, such as reports writing, abstract to papers or explanation of drug actions. Another approach is to suggest students authentic academic texts for pharmaceutical and academic critical analysis as an additional source for the topic explanation or

example. Also, despite of the subjects, teachers have to explain students how to assess resources, where students should search for information and what are the rules and principles of academic integrity.

Conclusions. The present study was designed to determine the effect of academic writing skills development on mastering the professional subject-related knowledge. One of the more significant findings to emerge from this study is that such interrelation exists and is evidenced by students' academic results. We can state that teaching academic writing for students majoring in pharmacy has a clear pragmatic goal to master the writing skills that are necessary for writing articles, abstracts and proposals and expand students' professional horizons for professional self-efficacy and self-realization. Introducing the course on academic writing contributes to students' critical comprehension of academic texts, information processing, cohesion of problem with objectives and conclusions and initiating further independent research. Further research should be undertaken to explore the most suitable ways how to combine academic writing and a profession-oriented subject in case of strict limitation of academic hours and resources.

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DEVELOPING EFL STUDENTS' SPEAKING SKILLS: 21-DAY VLOG CHALLENGE

Keywords: EdTech, self-regulation, speaking skills, vlogging, Graasp.

Introduction. The EFL classroom has been changing over time. Technologies are transforming the way we teach and learn. Meaningful use of EdTech is essential in the times of the coronavirus COVID-19 pandemic worldwide that is causing a big transition from face-to-face on-campus teaching to online classes.

It is worth saying that a rapidly growing body of theoretical research on blended, virtual, hybrid, and collaborative online international learning (COIL) [1] proves that it is *personalized, authentic, ubiquitous, dynamic, social, self-regulated lifelong learning* mediated via gadgets and potentially available anytime anywhere. It is clear from the literature [4, 5] that pedagogical understanding was not developed at the same speed that the laptops, smartphones, iPads, or computers were being handed out to students. What seems to be the reality in university classrooms in the world,