

термінології.

Отже, в результаті проведеного лексико-семантичного аналізу сучасної лінгвістичної термінології, було встановлено, що наявність таких загальномовних явищ, як синонімія та антонімія є достатньо поширеною тенденцією в лінгвістичній терміносистемі. Синонімічні та антонімічні відношення в лінгвістичному термінотворенні можемо без сумніву класифікувати як своєрідну парадигматичну єдність у складі лексико-семантичної системи мови мовознавства.

Перспективою подальшого дослідження вважаємо аналіз гіперо-гіпонімічних відношень досліджуваної термінології як найуніверсальніших відношень, за допомогою яких може бути структурований як словниковий склад національної мови в цілому, так і його спеціальна, тобто термінологічна, лексика.

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Botezat O.

“Dimitrie Cantemir” Christian University, Bucharest, Romania IMAGES AND VISUALS IN TEACHING VOCABULARY

The aim of my paper is twofold. Firstly, to examine the use of different visual tools in teaching vocabulary and secondly, to disseminate the Erasmus+ funded Project VIR_TEACH: A VIRtual Solution for a comprehensive and coordinated training for foreign language TEACHers in Europe (Erasmus+ 2018-1-ES01-KA203-050045) that serves as a reliable model for the future training of language educators, using advanced

digital techniques and a modern approach. With billions of users, Social Media has offered different channels for communicating for all kinds of purposes, professional and for passe-temps. Its friendly image-based interface reaches quickly the users, satisfying one of the most challenging goals of teaching, that of being part of the students' news feed. With the multi-language, multi-culture and mixed and shifted populations, on one hand, and the continuous progress and development of software and media, on the other hand, teachers must be duly equipped to meet and answer all of those hurdles. Whether flashcards or short definitions, pictures, short videos, and other graphics are growing as important tools in teaching vocabulary and reaching both young and adult learners.

Keywords: *Visual Culture, Modern Technologies, Foreign Languages, Vocabulary Teaching Techniques.*

1. VIR_TEACH: A VIRtual Solution for a comprehensive and coordinated training for foreign language TEACHERs in Europe (Erasmus+ Ref. 2018-1-ES01-KA203-050045)

According to recent studies stated by the European Commission, there is an imperative need to improve Initial Teacher Education (ITE) to make it more attractive, collaborative and system-wide focused. Some of the detected shortcomings are poor competencies and selection, short term vision, and poor evaluation system performance. While the labor mobility of this sector is in constant growth, there is no unified format for teacher training at the European level. There is also a lack of consistency among the digital platforms for promoting mobility and the digital tools for mentoring the needs of students in their internship phase.

VIR_TEACH: A VIRtual Solution for a comprehensive and coordinated training for foreign language TEACHERs in Europe is an international project co-funded by Erasmus+ (KA203) whose aim is to create a digital tool to improve the postgraduate certificates on Masters on Education (Foreign Languages) and provide teachers, researchers, student teachers and policy-makers with open-source tools and resources. **VIR_TEACH** is a consortium of five higher education institutions in Europe. The project is coordinated by Prof. María Amor Barros del Río, from the University of Burgos, Spain and its other partners are UC Leuven Limburg, Belgium, Szczecinska Szkoła Wyższa, Poland, Dimitrie Cantemir Christian University (Romania) and Universidade Lusófona, Portugal. **VIR_TEACH** is running from 2018-2021 and it has been allocated a total budget of 410.705 €.

Secondary Education is a critical stage for evaluating the Quality of the Formal Education systems in Europe. Foreign Language teachers training and procedures for accessing this profession is a key determinant to secure the formal education system follows the highest quality standards and does it in concurrence with all European countries. **VIR_TEACH** aims to raise and homogenize the required competencies for an efficient and high-quality teaching labor at Secondary Education stages, developing methodologies and systematic analysis of the current situation in the EU and deploying a set of resources for taking the right steps and progress steadily in the right direction.

Other objectives are to implement training activities for teachers and students, to create a reference digital platform to share good practices and to contribute to the convergence of curricular formats in terms of foreign language teacher training at a European level.

All in all, this project will promote long-term cooperation in joint programs for teacher training, creating an international network of excellence in the field of language

teacher training.

2. We all agree that the vocabulary holds a crucial role in language acquisition, communication, and instruction. It is fair to say that each of us starts learning a new language with a few words, from the very simple and day-to-day use ones and little by little we add others to them. Therefore, teaching vocabulary is as important as teaching grammar, as they are ineffective one without another. Instruction methods attach importance to explicit and multidimensional vocabulary teaching since it would promote reading and writing autonomy, apart from facilitating the communication. Increasing the students' number of words must be a fundamental goal for every teacher because once our students have more information connected with the new words, they would better embody the words kept in memory, and recognize them more easily during reading, writing, and speaking tasks.

Teaching effectively requires preparation and planning and teaching vocabulary suppose helping our students to use words in a natural and accurate way, improving vocabulary knowledge by widening the area with additional meanings, collocation, phrases, idioms. We must make sure that students put time and effort into acquiring new words and we can achieve that by means of clear goals for vocabulary learning during the course, doubled by respective exercises and targeted assessment.

Joe Barcroft in *Vocabulary in Language Teaching*, published with Routledge in 2016, defines the vocabulary as follows:

The vocabulary or lexicon of an individual refers to all of the words, word parts (e.g., prefixes, suffixes), and lexical phrases (e.g., fixed strings of words such as The thing of it is . . .) that she or he has acquired at any given point in time. It exists as a vast network in the individual's mind/ brain. Within the network, every lexical item (word, word part, or lexical phrase) is connected to other lexical items in a manner that reflects statistical properties that dictate how lexical items should and should not be used. One example of these statistical properties is our capacity for collocation, which refers to how individual words and groups of words tend to appear next to one another (or co-occur) in a given language. (Barcroft, J. 2)

Vocabulary has also been defined as “a subset of the lexicon of a language that a person knows or that a text contains” (Polguère, 2008).

Scott Thornbury, on the other hand, in the book *How to teach vocabulary*, published with Pearson Longman in 2002, focuses on defining the concept from little units to the bigger ones, going from inside - out.

All languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned out first and any subsequent languages. The coining of new words never stops. Nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meanings for old words. (Thornbury, S. 1)

Which is completely true! Let's have a look at our profession! A shared screen became quickly our whiteboard, instead of ticking in the exercises books our students click on whatever their devices and have an immediate feedback! Look at our lives, we all learnt a new word this year, which is Covid 19!

3. This paper outlines what methods may be used in teaching vocabulary in different classes, at different levels and presents the advantages using visuals of various digital tools and what educators may expect from different applications when creating vocabulary exercises focused on new vocabulary.

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Бурдельна Г. О., Боженко А. Л.

**Чорноморський національний університет
імени Петра Могили, м. Миколаїв**

ФІЛОСОФСЬКІ Й ЛІНГВІСТИЧНІ ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ СВІТОВОГО ДОСВІДУ ЕКОЛОГІЧНОЇ ОСВІТИ НА ПОСТРАДЯНСЬКОМУ ПРОСТОРИ

У статті розглянуті історичні й лінгвістичні особливості формування екологічної й безпекозавчої освіти на пострадянському просторі. Показано, що при імплементації міжнародних інновацій у освітній процес важливо враховувати тонкощі перекладу, бо це позначається на змісті отриманих результатів.

Ключові слова: екологічна освіта, освіта для сталого розвитку, екологічна культура.

The article considers the historical and linguistic features of the formation of environmental and safety education in the post-Soviet space. It is shown that when implementing international innovations in the educational process, it is important to take into account the subtleties of translation, because it affects the content of the results.

Keywords: ecological education, education for sustainable development, ecological culture.

В статье рассмотрены исторические и лингвистические особенности формирования экологического образования в постсоветском пространстве. Показано, что при имплементации международных инноваций в образовательный процесс важно учитывать тонкости перевода, поскольку это сказывается на содержании полученных результатов.

Ключевые слова: экологическое образование, образование для устойчивого развития, экологическая культура.

Постановка проблеми. Реалізація курсу на євроінтеграцію передбачає для України впровадження європейських стандартів якості, зокрема, при викладанні