



EUROPEAN CONFERENCE

# Conference Proceedings



XVI International Science Conference  
«Integration of scientific solutions and  
methods into practice»

April 24 - 26, 2023  
Paris, France

# **INTEGRATION OF SCIENTIFIC SOLUTIONS AND METHODS INTO PRACTICE**

Abstracts of XVI International Scientific and Practical Conference

Paris, France

(April 24 – 26, 2023)

UDC 01.1

ISBN – 9-789-40368-865-7

The XVI International Scientific and Practical Conference «Integration of scientific solutions and methods into practice», April 24 – 25, Paris, France. 393 p.

Text Copyright © 2023 by the European Conference (<https://eu-conf.com/>).

Illustrations © 2023 by the European Conference.

Cover design: European Conference (<https://eu-conf.com/>).

© Cover art: European Conference (<https://eu-conf.com/>).

© All rights reserved.

No part of this publication may be reproduced, distributed, or transmitted, in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publisher. The content and reliability of the articles are the responsibility of the authors. When using and borrowing materials reference to the publication is required. Collection of scientific articles published is the scientific and practical publication, which contains scientific articles of students, graduate students, Candidates and Doctors of Sciences, research workers and practitioners from Europe, Ukraine and from neighboring countries and beyond. The articles contain the study, reflecting the processes and changes in the structure of modern science. The collection of scientific articles is for students, postgraduate students, doctoral candidates, teachers, researchers, practitioners and people interested in the trends of modern science development.

The recommended citation for this publication is: El Kadmiri A. Principles of formation multifunctional resort and entertainment complexes. Abstracts of XVI International Scientific and Practical Conference. Paris, France. Pp. 17.

URL: <https://eu-conf.com/events/integration-of-scientific-solutions-and-methods-into-practice/>

# TABLE OF CONTENTS

AGRICULTURAL SCIENCES		
1.	Бровді А.А., Поліщук В.В. ОЦІНЮВАННЯ ТРИВАЛОСТІ ТА ДИНАМІКИ ЦВІТІННЯ СОРТІВ ТРОЯНД ГРУПИ ФЛОРІБУНДА В УМОВАХ ПРАВОБЕРЕЖНОГО ЛІСОСТЕПУ УКРАЇНИ	13
ARCHITECTURE, CONSTRUCTION		
2.	El Kadmiri A. PRINCIPLES OF FORMATIO MULTIFUNCTIONAL RESORT AND ENTERTAINMENT COMPLEXES	17
3.	Білецький І.В. СУТНІСТЬ НЕРУХОМОСТІ ЯК ЕКОНОМІЧНОЇ КАТЕГОРІЇ	18
4.	Куніченко А.Д., Тараненко С.В. ПРОБЛЕМИ ХУДОЖНЬО-ОБРАЗНОГО ВИРІШЕННЯ ПРОМИСЛОВОЇ ТА ГРОМАДСЬКОЇ ЗАБУДОВИ МІСТА	23
5.	Одінцова С.О., Попова К.В., Поцелуйко М.Є. ОСОБЛИВОСТІ ПЛАНУВАЛЬНОГО ВИРІШЕННЯ БАГАТОПОВЕРХОВОГО БУДИНКУ	27
6.	Павелко А.В. РИНОК СОЦІАЛЬНОГО ТА ДОСТУПНОГО ЖИТЛА В УКРАЇНІ В УМОВАХ ВІЙНИ	31
ART HISTORY		
7.	Гринчук І.П., Місько Г.С., Овод Н.М. ФЕНОМЕН ДИНАСТІЙ МУЗИКАНТІВ -ВИКОНАВЦІВ ТА ПЕДАГОГІВ ТЕРНОПІЛЛЯ	34
8.	Черній В., Савчук І. ОСОБЛИВОСТІ РОБОТИ КОНЦЕРТМЕЙСТЕРА В ОНЛАЙН- ФОРМАТІ	40
BIOLOGY		
9.	Мамотенко А.В., Комісова Т.Є., Осинський М.І. ОЦІНКА РІВНІВ ОСОБИСТІСНОЇ ТРИВОЖНОСТІ ТА ЕМПАТИЧНИХ ТЕНДЕНЦІЙ У ПІДЛІТКІВ ЯК ПСИХОФІЗІОЛОГІЧНА ОСНОВА ЗДОРОВ'ЯЗБЕРЕЖЕННЯ	42

39.	Oshurko A.P., Oliinyk I.Y., Kuzniak N.B. CLINICAL AND ODONTOLOGICAL APPLICATION OF TOPOGRAPHIC CLASSIFICATION OF THE HUMAN MANDIBULAR CANAL	184
40.	Кіреєв І., Жаботинська Н., Кононенко В. ПОРІВНЯЛЬНА ХАРАКТЕРИСТИКА ПЕРОРАЛЬНИХ ПРЕПАРАТІВ ДЛЯ ФАРМАКОТЕРАПІЇ ОСТЕОАРТРОЗА	187
41.	Дідковський О.П., Котляревський Д.К. ХВОРОБА ГОФФА	190
42.	Кірія Д.Г. ПРОГНОСТИЧНА РОЛЬ ЕКСПРЕСІЇ МАРКЕРІВ KI-67 ТА BCL- 2 ПРИ ХРОНІЧНОМУ ЕНДОМЕТРИТІ У ЖІНОК З БЕЗПЛІДДЯМ	193
43.	Побеленский К.О., Дубовик В.М., Гончарова О.А. УЛЬТРАЗВУКОВА ДІАГНОСТИКА ЯК ОПТИМАЛЬНИЙ СКРИНІНГОВИЙ МЕТОД ВИЯВЛЕННЯ ПЕРВИННОГО ГІПЕРПАРАТИРЕОЗА	196
PEDAGOGY		
44.	Didenko Z., Lazarenko T., Maksymova I. LINGUISTIC AND SOCIOCULTURAL ASPECTS THAT AFFECT THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING	199
45.	Ibdimin Z.D., Kasim M.K., Masmakhunova S.M. APPLYING CONTEXTUAL TASKS IN BIOLOGY CLASSES	202
46.	Kosylo N.V., Andriiuk D.M., Dovga S.V. ADVANTAGES AND DISADVANTAGES OF DISTANCE LEARNING FOR STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS	206
47.	Romanchuk N. FORMATION OF MATHEMATICAL COMPETENCE AS A PEDAGOGICAL ISSUE	209
48.	Литвиненко В.Ю. ОСОБЛИВОСТІ ВИВЧЕННЯ ІНОЗЕМНИХ МОВ У ЄВРОПІ. ШВЕЦІЯ	214

## **LINGUISTIC AND SOCIOCULTURAL ASPECTS THAT AFFECT THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING**

**Didenko Zhanna,**

Lecturer,  
Department of Pedagogy,  
Foreign Philology and Translation  
Simon Kuznets Kharkiv National  
University of Economics

**Lazarenko Tetiana,**

Senior Lecturer,  
Department of Pedagogy,  
Foreign Philology and Translation  
Simon Kuznets Kharkiv National  
University of Economics

**Maksymova Iryna,**

Senior Lecturer,  
Department of Pedagogy,  
Foreign Philology and Translation  
Simon Kuznets Kharkiv National  
University of Economics

Nowadays the ultimate goal of teaching a foreign language is the formation of communicative competence, that implies the development of communication skills in the language under study. Thus, communicative and speech activity becomes the central task of the educational process when teaching communication skills.

In the methodology of teaching English as a foreign language, it is generally accepted that the linguistic means necessary for the implementation of a communicative and practical goal are selected and implemented on a functional basis. These principles acquire particular significance in connection with the transition of Ukrainian universities to the English-language form of education [1, 37].

Mastering the basics of a general literary foreign language both educational and professional speech is carried out in parallel with teaching in English the relevant disciplines. This entails an increase in the study load of students and an additional expenditure of time on training. At the same time, professional communication is carried out in the language being studied and presents certain difficulties for students [1, 38]. Thus, the relevance of this article is explained by the linguistic and sociocultural difficulties that students face in the educational process and in real professional communication.

The importance of the problem is that the development of a number of aspects

does not mean the solution of all the issues of teaching professional dialogical speech. Many of them still require special scientific research and practical implementation in the educational process [1, 39]. Based on this, the purpose of the article is to consider linguistic and sociocultural aspects that affect the effectiveness of teaching dialogical speech in the educational and professional field of communication. Some of the difficulties occur due to the very nature of dialogical speech, which presupposes the ability to generate and to perceive dialogical texts. The act of speech perception consists of such components as a perceived text, a method of transmitting information, as well as a recipient who receives information. If at least one of the terms contains any violations, it complicates the process of understanding [1, 39-41].

In the text itself, vocabulary, types of word connection, syntactic organization of the text and some other aspects can complicate its understanding. The sound method of text transmission also leads to problems in understanding sometimes, which is associated with the individual speech style of the speaker, especially the pronunciation and intonation. Deviation from the norm in the act of perception can be determined by such properties of the recipient as unpreparedness, insufficient knowledge of vocabulary, grammar, syntactic structure of the language and other [2, 56-58].

Since in dialogical professional speech there is no way to make adjustments to the sounding text, so far it is possible to act only on the recipient, passing on to them knowledge about the features of the sounding text. In the process of training students' professional communication skills, the central place is occupied by professional dialogue.

Professional dialogue is characterized by a number of features that should be the subject of consideration in the classroom. Firstly, there may occur differences at different linguistic levels of speech of the interlocutors. At the same time, both interlocutors are communication leaders who own the strategy and tactics of conducting dialogue. Therefore, they must adequately perceive the information and be able to correctly respond to each other's speech behavior.

When analyzing the mistakes of students in language classes, lexical and grammatical factors should necessarily be taken into account. Thus, in the educational training process enough attention should be paid to the development of the lexical and grammatical correctness of speech, the ability to choose forms and grammatical structures when communicating. To a lesser extent, attention is focused on demonstrating the characteristics of speech. It is characterized by great freedom in the choice of lexical and grammatical means, the widespread use of everyday colloquial vocabulary, as well as lexical and grammatical constructions [1, 42-44].

Getting acquainted with patterns of dialogic speech, students have difficulties in understanding the response lines. In the future, this may cause failures in professional communication.

It is obvious, that a scientific study of lexical and grammatical material, syntactic, stylistic and other linguistic factors are necessary to be paid attention. It is well known that the syntactic features of dialogical speech include conciseness and formal incompleteness. The teacher's explanation, demonstration of dialogical speech samples, compilation of questions on the response cues and other approaches help to

remove syntactic difficulties [2, 93-115].

Failures in professional communication can be observed not only at the linguistic, but also at the sociocultural level. If students are not familiar with the features and peculiarities of the foreign cultural perception of the surrounding world, etiquette norms, non-verbal means of communication, they demonstrate an incorrect understanding of the interlocutor's speech, as well as the inability to adequately respond to their speech behavior. This leads to incorrect conclusions about the behavior of the interlocutor. In such cases, there is an interference of pictures of the world - both general and linguistic. The prevention of interference in the educational process is possible due to the reduction of the sociocultural distance between the participants in communication in the process of the formation of sociocultural competence. One of the main tasks in the process of formation of sociocultural competence is the acquisition of foreign cultural knowledge, the formation of behavioral skills with representatives of a different culture, as well as the formation of tolerance and acceptance of other people's values among students. Undoubtedly, acquaintance of students with the cultural-specific features of the interlocutor's behavior contributes to their correct interpretation and success in professional communication [3, 121-145].

In conclusion it is necessary to say that teaching students conversational speech, it is important to avoid difficulties, given by the multilevel factors. For this, to prevent failure in professional communication, both linguistic and sociocultural characteristics of professional dialogue are needed to be considered in communicative language teaching.

#### **References:**

1. Brown R. F., Bylund C. L. Communication skills training: describing a new conceptual model. Academic medicine. 2008. №83 (1). P. 37–44.
2. Lozova O. M. Psychological aspects of the development of earthy movi: navch. - method. posib. / O.M. Lozova.-K., 2010. - 143p.
3. Millrood R. Communicative Language Teaching. Modular Course in ELT Methodology. K., 2001. - 256 p.