

## СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ

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### USING SHADOWING TECHNIQUE IN FORMING THE LINGUISTIC LITERACY OF BACHELOR STUDENTS – INTENDING INTERPRETERS

Language competence is an integral component of hard skills in the system of training translators and interpreters majoring in the specialization “Philology (Germanic Languages and Literatures (translation included), the first foreign language – English)” who are structuring their future professional activities according to the three-dimensional lingual matrix – Ukrainian-English-German. The successful formation of this competence depends on the accuracy of the student – the professional in the field of translation working with the linguistic units of all levels, starting from the sounds and to the linguacultural typology and linguacultural concept as integral multilevel phenomena. This technique is studied by various world [1; 2; 3; 5; 6] scientists; the issue of competence formation is addressed in the academic papers of the Ukrainian [4] linguists.

Special importance is assigned to the practical training of the student which at the primary stage is aimed at deepening and improving language skills and forming the foundation for mastering the theoretical professionally-oriented courses (for instance, “Theory and Practice of Translation”, “Cognitive Linguistics”, “Comparative Lexicology and Grammar of Ukrainian and English”, etc.), and simultaneously with these studies (during the 2nd – 4th years of study) proving the platform for implementation of the acquired skills. The academic

discipline “Practical Course of Oral and Written English” is an example of such a straight-through discipline oriented at teaching hard skills during the term of study at the Ukrainian institutions of higher education.

Blended learning calls for substantial individual work of the student with online platforms, podcasts, audio content and audio versions of previously paper-based instructive materials, video recordings of the lectures. It provides the Ukrainian university teacher with the opportunity of organizing the usage of shadowing technique with the maximum efficiency during both offline lessons and individual work of students. The role of this technique is invaluable as it allows to improve the phonetic skills of the student (listening skills) of identifying the tone, pitch of the voice, stress, discerning the subjective connotation of the specific speaker. It is going to be really useful for live interpreting of celebrity speeches, translating the audio recordings. Within the framework of the academic subject “Practical Course of Oral and Written English”, well-planned work with listening, live interpretation exercises contributes to improving this skill.

Extending the vocabulary of the student both in L1 and in the first and the second foreign language is another significant result of using this technique. Having a good command of languages affects the accuracy, adequacy, and relevance of translation and interpretation. For this purpose, a vast system of exercises with different lexical and semantic groups of words in each language should be developed.

Mastering the general language structure and a specific language level in particular as a concomitant parameter of the successful formation of the linguistic competence of the student is interconnected with conscious work of the student with the instruments of language acquisition for self-evaluation, self-improvement, lifelong education, and also for adequate transition of the accumulated experience to the future students (training sessions, seminars, teaching, etc.).

Another pronounced parameter of the correct usage of shadowing technique within the framework of the language competence is the improvement of grammar skills (accuracy in creating syntactic structures of different types, transformation of direct and indirect speech, changing the modality of the utterance, etc.) affecting writing skills as well.

Thus, shadowing technique is a valuable instrument for the course “Practical Course of Oral and Written English” at the Ukrainian higher educational institutions contributing to development of all four language skills and increasing the complex language competence and the competitiveness of the intending translator and interpreter in the international job market.

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## **SOCIOLINGUISTIC PECULIARITIES OF THE BRITISH YOUTH'S SUBCULTURE**

Today the life of many young people in Britain as well as in other countries of the world is influenced by popular culture. The young follow certain stereotypes that are imposed on them through TV, movies, and music. In their lifestyle they try to imitate the images of their idols. Other young people are sports and music fans. They follow their idols in their tours and support them. Unfortunately, they are intolerant to those who don't share their view. It's a specific aspect of the youth subculture that can't be ignored.

Before we characterize some certain peculiarities of the British subculture, let's define the notion of subculture itself. According to Cambridge dictionary, subculture is defined as “the way of life, customs, and ideas of a particular group of people within a society that are different from the rest of that society” [1]. Based on the definition, we can say that the keyword that characterizes a subculture is “*different*”. It seems that this *difference* of subculture might be caused by dissatisfaction of its members with their place in the society. According to some scientist [2, p. 22], there are many other reasons that determine the need for a particular group of people or individuals to join and operate within a subculture.