Пізнання цінностей культури студентами може бути цікавим процесом завдяки використанню автентичних матеріалів. І. Гладка [1] звертає увагу на те, що використання автентичних матеріалів на практичних заняттях є особливо актуальним і полягає у їх функціональності. Студенти отримують можливість отримання знання про культурні, мовні традиції країни без додаткового натиску, так як цьому сприяє високий рівень мотивації та зацікавленості здобувачів освіти.

Таким чином, можна дійти до висновку, що автентичні матеріали мотивують студентів та створюють атмосферу інтеграції в іншомовну культуру. Автентичні матеріали можуть бути, як усними, так і письмовими, виконувати різні функції та відображати різні сфери життя. Основною перевагою їх застосування є те, що вони відображають мовну картину тієї, чи іншої культури, є втіленням культурних цінностей у практичному вимірі, демонструють їх вплив на щоденні ситуації.

Отже, вивчення іноземної мови повинне включати в себе пізнання цінностей культури цієї мови. Студенти факультету іноземних мов, як майбутні вчителі англійської мови, мають володіти арсеналом знань про вербальні та невербальні норми міжкультурного спілкування. Лише вивчення мови крізь призму культури, яка відображається першочергово у цінностях носія, може забезпечувати якість глобального діалогу.

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Феєр Г. М.
3 курс, с/о «Експеримент», факультет іноземної філології
ДВНЗ «Ужгородський національний університет»
Науковий керівник – канд. філол. наук, доцент Андрусяк І. В.

SCAFFOLDING: EXTENDING THE METAPHOR TO EFL CLASSROOM

The metaphor of scaffolding has generated a great appeal among educators and researchers. A large and growing body of literature has investigated the notion of scaffolding which is considered to be a powerful tool to employ in the classroom. The educators' considerable appeal may be accounted for by the fact that 'scaffolding' "offers what is lacking in much literature on education – an effective conceptual metaphor for the quality of teacher intervention in learning" [2, p. 127].

The **topicality** of the research into scaffolding in the EFL classroom is stipulated by several factors: the advent of learner-centred teaching and the re-interpretation of teacher and learner roles in language instruction, its heavy focus on the learner's potential development and on the development of learner autonomy; and transition to online or hybrid learning due to the Covid-19 pandemic, which typically involves the physical separation of teacher and learners.

The present paper is part of wider research into the ways of using scaffolding in the EFL secondary classroom. At this stage, it **aims** to carry out critical analysis of the scaffolding metaphor, and explore understanding of its theoretical underpinnings and, most importantly, its value and implementation issues in professional practice.

The term scaffolding can be traced back to the late 20th century when it was used by Wood et al to describe a special type of parent-child interaction, namely the one that 'enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts' [6, p. 90]. According to Wood et al., the main point of scaffolding is parent's calibrated assistance so that an adult takes control over the elements of the task a child cannot perform, thus, fostering a new child's understanding of the way to accomplish a goal by completing those elements that are within his/her range of competence. Stone emphasizes that in the original parent-child scaffolding metaphor what was scaffolded was a child's understanding of how to accomplish a goal and what steps were needed rather than the completing of the task itself [3, p. 345].

In the field of education research studies, the metaphorical nature of scaffolding is commonly referred to situations in which teachers provide assistance to students, in the way the builders use a scaffold in constructing a building. The pedagogic "scaffold" is offered quickly when students deal with a task that is out of their competency and withdrawn slowly when the "construction" of certain competencies is built.

The interpretation of the scaffolding metaphor in educational research is highly diverse and "is sometimes used loosely to refer to rather different things" [2, p. 127]. More specifically, the notion of scaffolding is broadly defined as a metaphor to describe and explain the role of adults or more knowledgeable peers in guiding children's learning and development [1; 2; 3; 4].

Zhao and Orey make the content of the metaphor of scaffolding more specific by referring it to a special type of instructional process which takes place in a task-sharing situation between the teacher and the learner [5]. In addition, the scholars identify two fundamental aspects this instructional process contains:

● assisting the learner with those aspects of the task that the learner cannot manage yet;

● letting the learner do as much as he or she can without help.

The aspects identified provide insights into the nature of assistance and are closely related to the original understanding of the parent-child scaffolding metaphor. Hence, the effects scaffolding has on EFL learners go far beyond the task completion and learners' language development. Scaffolding proves to be an effective tool to equip learners with a range of skills underlying problem-solving, decision –making and independent learning.

According to the findings of the literature review, current EFL teaching/learning research studies are primarily focused on the following issues related to scaffolding:

● elements of ideal scaffolding, which implies considering the components that make instructional scaffolding effective in the EFL classroom [2; 5];

● levels of support ranging from no-support to high level of support and scaffolding strategies that underlie them;

● scaffolding providers who may be both a teacher and more knowledgeable peers.

In order to implement the methodology of scaffolding in the teaching foreign languages, a wide range of tools is provided. They involve breaking the task into smaller, more manageable parts, using visual, oral and kinaesthetic aids, modeling, cooperative learning, the activation of background knowledge, giving clear instructions, etc.

Hence, in EFL teaching scaffolding is a topical issue involving the consideration of its definition, understanding, components, tools, and agents.

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Флисник М. І.
І курс, ОС «Магістр», факультет іноземної філології
ДВНЗ «Ужгородський національний університет»
Науковий керівник – канд. філол. наук, доцент Голик С. В.

**NONVERBAL COMMUNICATION AS A COMPONENT
OF THE COMMUNICATION PROCESS**

It is believed that language is the main source of information. However, information can be transmitted in other ways: for example, through non-verbal means of communication. The ability to read nonverbal cues is an important condition for effective communication. Our attitude to others is often formed under the influence of the first impression, and it is the result of the action, especially non-verbal signals: gait, facial expressions, looks, manners, gestures, clothing style and more. non-verbal means of communication enhance or sometimes replace verbal communication, and thus affect the level of effectiveness of this communicative act. In addition, knowledge of the role of nonverbal communication increases the competence of communicators, and is also significant in the context of intercultural communication. These facts testify to the topicality of our research.

The aim of the study is to theoretically substantiate the concept of nonverbal communication, determine the types and importance of nonverbal communication.

The tasks of this study are a theoretical overview of the notion of nonverbal communication, determining the role and importance of nonverbal means of communication, definition and illustration of types of nonverbal communication.

Nonverbal means of communication began to be studied actively after Darwin published his work «The Expression of the Emotions in Man and Animals» (1872). And now scientists are debating whether nonverbal communication is a carrier of more information. For example, a scientist Ray Birdwhistell believes that about 70% of the total information a person receives is due to non-verbal means [1]. Burgoon states that knowledge about nonverbal communication now springs from such fountainheads as psychology, psychiatry, sociology, anthropology, linguistics, semiotics, and biology, in addition to the field of communication itself. In fact, the unceasing interest in nonverbal communication has created a state of information overload [2, p. 15].

Usually, verbal and nonverbal communication are related. Non-verbal means create a system that complements and reinforces, and sometimes replaces, verbal communication-words. According to Trukhin, 40 to 80 % of communication takes place at their expense. Moreover, 55 % of messages are perceived through facial expressions, postures, gestures, and 38 % – through intonation and voice modulation [4, p. 78]. That is, the way we speak is more important than what we say.