

Міністерство освіти і науки України
Сумський державний університет
Факультет іноземної філології
та соціальних комунікацій

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**ВСЕУКРАЇНЬКА
НАУКОВА КОНФЕРЕНЦІЯ**



СОЦІАЛЬНО-ГУМАНІТАРНІ АСПЕКТИ РОЗВИТКУ СУЧАСНОГО СУСПІЛЬСТВА

27-28 квітня 2023 року

Матеріали

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ ТА
СОЦІАЛЬНИХ КОМУНІКАЦІЙ**



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**МАТЕРІАЛИ X ВСЕУКРАЇНСЬКОЇ НАУКОВОЇ
КОНФЕРЕНЦІЇ СТУДЕНТІВ, АСПІРАНТІВ,
ВИКЛАДАЧІВ ТА СПІВРОБІТНИКІВ**

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До збірника увійшли наукові матеріали, присвячені актуальним проблемам сучасного перекладу, етнолінгвістики, стилістики, методики та методології сучасних мовознавчих та літературознавчих дисциплін. Складовою збірника є наукові розвідки з питань релігії та культури, соціальних і міжкультурних комунікацій, психологічної теорії та практики, соціологічних досліджень.

Для викладачів закладів вищої освіти, аспірантів, студентів, учителів загальноосвітніх шкіл, гімназій, ліцеїв та коледжів, усіх, хто цікавиться питаннями соціогуманітарного напрямку.

Матеріали друкуються в авторській редакції.

approach considering their interests, goals, and learning style. Motivation is the influential factor and the driving force that propels students forward and helps them to overcome obstacles and achieve their language learning goals. Using relevant materials, and technology, creating a supportive environment, using real-life scenarios, and setting achievable goals are some of the proven strategies that can be used to motivate students to study English. By using these strategies, educators and tutors can create a more engaging and effective learning experience for their students.

References:

1. David Yun Dai, Robert J. Sternberg. Motivation, Emotion, and Cognition Integrative Perspectives on Intellectual Functioning and Development. –Lawrence Erlbaum Associates, Publishers Mahwah, New Jersey London. 473 p.
2. Best Teacher Ever: How to Motivate, Engage, and Teach Better Lessons. – The Entire Busy Teacher Library. 2022. 63 p.

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METHODOLOGY FOR CREATING STUDENTS' PERSONAL BRANDS THROUGH CAREER-ORIENTED LANGUAGE COURSES

2022 has been a challenging year for universities and teachers who have had to adjust to new ways of working. More than ever, there is a need for educators not only in our country, but around the world to search for new methodologies in order to find effective ways of ensuring students to continue learning, either remotely from

home, in physically-distanced, face-to-face classrooms, or a combination of the two.

A lot of attention should be drawn to students' language acquisition process and its affective factors in the online environment by providing ideas, strategies, and possible solutions for technical and pedagogical problems that might arise in this teaching context.

Both teachers and students have confronted some unexpected problems connected with the ways of teaching and learning a foreign language under the conditions of war using a foreign language as a tool to help students to find their place in the future world. The education system and learning are changing in response to these challenges.

Foreign language instructors who are successful in obtaining possibilities of moving from traditional lessons to the process of preparing career-specific courses for certain students should plan a modified teaching approach. Primarily, this will involve concentrating on the ways of helping students to create their personal brand for their future careers.

Relevancy is the keynote of all guidance on the selection of situations, vocabulary, and cultural material to be taught. Communication and a very special style of teaching is the goal of all classroom activities. There are many effective techniques for achieving this goal, and they all generally involve a lot of discussions. Vocabulary should be meaningful, presented in a realistic context, not in isolation.

It is of great importance to highlight the great value of career-oriented language training with an accent on the creation of a personal brand that will help the student to achieve his ambitious goals in the future [1; 2].

The foreign language teacher who plans to teach a career-related course must be able to answer the most important questions: 1) What material and cross-cultural issues are relevant to the student's future job? 2) What amount of grammar, vocabulary, and skills development material should be included in this course? 3) What is the best way to expose this material in order to achieve the objective of the course? 4) How the material, which reveals the importance of creating a personal brand, should be delivered in foreign language lessons?

Here are some issues to be discussed at lessons.

Personal branding uses key corporate principles and practices to enable individuals to manage their image in the workplace [3]. Before you read on, take a few minutes to think about the following questions. Then compare your answers to the comments in the article.

- Why do you need a personal brand?
- What steps should you follow to create such a brand?
- What channels can you use to communicate your personal brand?
- What role does culture play in personal branding?
- Why do you need a personal brand?

It will be easier to help students create an effective personal brand if you follow these key steps and include these issues in a classroom discussion:

1. Define your personal brand vision. When was the last time you thought about what you want to achieve at work over the next three, five, or ten years?
2. Ask yourself questions both about specific career objectives (What do I want to become? How much do I want to earn?) and about general professional objectives (What kind of leader do I want to be? What kind of team do I want to work in?). This process enables you to devote the appropriate amount of energy to the right areas and also plan to reach meaningful career goals.
3. Define your personal brand. This step is to define a unique and impressive professional brand. Start by creating a short statement of who you are: the values you represent, your key qualities, and what makes you unique.
4. Tom Peters suggests that your uniqueness includes not only general personality descriptions but also four key aspects of working life: your vision and style as a leader; what makes you special as a team member; your technical expertise; and your ability to help deliver results. Think about your own uniqueness by answering the following questions. You will find some useful examples of language to answer these questions, see the survival guide section below.

Leadership vision: 1) What inspires and motivates you? 2) How do you inspire and motivate others? 3) Where are you taking people?

Team focus: 1) What do you see as your greatest strength in a team? 2) What do your colleagues admire most about you? 3) What's special about working with you in a team?

Technical ability: 1) Where are you excellent? 2) What are you known for doing better than others? 3) What is your particular genius?

Pragmatic results: 1) What have you achieved that you are most proud of? 2) What will you deliver to your management? 3) What unique benefits do you offer the customer?

5. Promote your personal brand. No matter how good a brand is, it will be of little value if it isn't promoted well. That is why companies spend millions on advertising to increase the visibility of their brands. The same is true of personal branding.

6. It is essential to move on from creating the brand to making sure it is experienced by key stakeholders – that is, the people with whom you work and who have direct or indirect influence over your career development.

It will be inevitably important to create an atmosphere at lessons where students avoid the native language while presenting the main concepts of personal branding. This can be accomplished by means of several rather simple techniques:

1. The instructor should set an example by refraining from using NL (native language) himself.

2. Every day the students should leave the classroom speaking and understanding the target language (greetings, saying «goodbye», expressions – «my name is, what is your name?»).

3. The teacher must create some firm basic rules for the use of the target language, explaining why NL should be avoided.

4. Students who use their native language must be fined in some ways, and those who refrain from using it must be given some kind of appreciation.

5. The instructor must use a variety of activities using online educational platforms.

6. The lesson can start five minutes earlier to allow a short period during which students may ask questions in English and communicate with their peers, using a foreign language.

Thus, foreign language instructors focus on diverse methodology for creating students' personal brands through career-oriented language courses. Whatever technique achieves objectives successfully, can be considered an effective methodology.

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STUDENTS' PROFESSIONAL DEVELOPMENT VIA FOREIGN LANGUAGES LEARNING

Economic and political life of the country influences all spheres nowadays and gives new challenges for the educational process. The future specialist faces many requirements, as he needs to be highly qualified, competitive, and competent. Moreover, he must have good command of at least one foreign language that today is considered to be priority-number-one component of professional culture and competence of any specialist. Knowledge of foreign languages improves chances for