

These four qualities boil down to one thing: gamers are Super-Empowered hopeful individuals. These individuals believe that they alone can change the world. The only problem is their belief that they can only change the virtual world, not the real world.

Conclusion. It should be noted that in order to avoid receiving accumulated contempt in the public Russian subculture, it is necessary to solve the problem of the “soft” and relatively correct entry of the game language as an inevitability and as a complex, but actively changing language phenomenon dictated by the modern virtual world. The video game language has become a reflection of the speech behavior of participants in Internet communications. Speech communication on the Internet has become large-scale thanks to the introduction and use of new means of communication, which has led to shifts in the structure and nature of communications in general. This study also allows us to use the results to build specialized strategies for translating video game lexical units. In the theory of intercultural communication, when translating from one language to another, there is a comparison of not only languages, but also cultures. But in this case, the video game language does not have a single cultural basis, because it consists of many cultures due to the fact that the video game process is multicultural.

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UDC 371.123:811.1

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HISTORY AND DEFINITIONS OF FOREIGN LANGUAGE TEACHER'S MULTILITERACIES

Introduction. This article is devoted to the analysis of multiliteracies which is getting major significance due to the need to be flexible in the digital world, and to function as a professional educator in the foreign language classroom. Society needs educated and competent individuals who are able to independently make responsible decisions in a situation of choice, predicting their possible consequences, who are able to choose ways of cooperation. They should be distinguished by mobility, dynamism, constructiveness [1]. The role of foreign language teachers in today's educational “landscape” extends beyond traditional language instruction. With the increasing emphasis on global communication and cultural understanding, foreign language teachers are expected to possess a wide range of linguistic and cultural competencies. This has led to the emergence of the concept of multiliteracies in foreign language teaching. Therefore the aim of this article is to understand the nature and the content of foreign language teacher's multiliteracies.

Main part. At the present stage there is no precise definition of literacy. Collins dictionary defines literacy as “the ability to read and write” [2]. According to another dictionary literacy is “a certain degree of a person's proficiency in reading and writing skills and abilities in accordance with the norms of the native (target) language. It's one of the basic indicators of a person's socio-cultural development” [3]. Cauzen describes literacy as: “the process of understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society” [4]. According to these definitions we can distinguish literacy as the ability to use knowledge and apply it.

A. Nauman identified four subordinate concepts of literacy that involve communication: (a) the dimensions of literacy (linguistic, cognitive, sociocultural); (b) the principles of literacy (interpretation, collaboration, problem solving, self-reflection, language use, conventions, cultural knowledge); (c) available designs; and (d) the components of multiliteracies pedagogy (i.e., the four knowledge processes) [5].

The term “multiliteracies” originated from the work of the New London Group, a group of scholars and educators who published the seminal paper “A Pedagogy of Multiliteracies: Designing Social Futures” in 1996. They argued that

traditional notions of literacy needed to be expanded to include multiple forms of communication and meaning-making in today's diverse societies [6]. As multiple terms are used in the literature (literacy, literacies, multiple literacies, multiliteracies), multiliteracies learners engage in synaesthesia — or working with multiple modes (e.g., speech, gesture, color, image, font) to transform meaning. M. Navehebrahim stated that multiliteracy is considered as: “microcosmic of the broader notion of a new basics, in which both the traditional content of, and the traditional orientations to knowledge have been substantially revised” [7]. Z. Subhan supported that multiliteracies are: “the requisite knowledge and skills to send and interpret messages through multiple media and modes in rapidly changing local and global contexts, and to align meanings within situated social practices” [8]. In other words, multiliteracies suggest the ability to make meaning, both receptively and productively, across an array of texts, through diverse resources [8].

Multiliteracies involve not only consuming information but also analyzing, evaluating, and synthesizing it. This helps individuals develop critical thinking skills, enabling them to navigate complex issues, distinguish between fact and opinion, and make informed decisions.

Moreover, the world is constantly changing, and new technologies and media platforms emerge regularly. Multiliteracies help individuals adapt to these changes by equipping them with the skills to learn and use new tools effectively, stay updated with current trends, and navigate evolving digital landscapes.

That is why multiliteracies enhance individuals' ability to communicate, think critically, appreciate diversity, adapt to change, and participate responsibly in an increasingly interconnected and digital world.

Conclusion. In conclusion, definitions of foreign language teacher's multiliteracies shed light on the evolving nature of language instruction. The term “multiliteracies” has derived from literacy as the requisite knowledge and skills to send and interpret messages through multiple media and modes in rapidly changing local and global contexts, and to align meanings within situated social practices. Definitions of multiliteracies emphasize the importance of integrating technology, critical thinking, and cultural awareness into language instruction. This ensures that foreign language teachers are equipped to foster students' ability to navigate the globalized world and effectively communicate in diverse contexts. By embracing multiliteracies, foreign language educators can empower students to become competent and culturally sensitive global citizens.

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UDC 372.881.111.1

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EDUTAINMENT AND THE PHILOSOPHY OF ENJOYABLE LEARNING

Introduction. Many researchers agree that intrinsic motivations can have an effect on students' engagement with teaching technology. Intrinsic motivation involves “the performance of an activity for no apparent reinforcement other than the process of performing the activity” [1, p. 1355]. Perceived enjoyment is a fundamental intrinsic motivation that specifies the extent to which fun can be derived from using pedagogic technology or a teaching aid [1, p. 1355].

The effect of perceived enjoyment of learning has been touched upon in several recent studies. The COVID-19 pandemic forced the educators to explore the factors that make online learning attractive and enjoyable [2; 3] to