

2) What is the relationship between the metanarrative level of communicative situation and the pedagogical concept of “learning in context”?

3) How much are the university students aware of a broader extralinguistic context of their conversation when they act out dialogues during their English speech practice?

4) What aspects of extralinguistic context of communication do students make explicit in their speech by means of its metanarrative components?

5) Can live-action role-play games be regarded as a means to develop the students’ awareness of the extralinguistic context of their foreign language communication?

The extra-linguistic elements considered important in the sphere of foreign language teaching and learning are those which provide the information in relation with motivation, emotion, attitudes, personality, etc. that are proven in helping a student to learn how a foreign language works as a communicative tool [3].

Some of the important extra-linguistic elements of a communicative situation can potentially reveal themselves on a metanarrative level of dialogical speech, which we understand as “a narrative having a narrative as one of its topics” [4, p. 51] according to the definition given by G. Prince. According to the way how metanarrative is constructed and represented in the narrative structure of a videogame, we can presuppose that it can be similarly made explicit in a conversation that is based on a narrative structure. Thus, the metanarrative level of a fictional dialogue constructed by learners of English as a foreign language can be represented as follows:

1) the problem that needs to be solved (the speaker’s personal problem or the global problem that should be solved within the communicational situation);

2) a project (idea) that needs to be implemented (the speaker’s ideas about the desired outcome of the situation and the future of the world they live in — the ultimate goal to which the speaker will strive);

3) a method or methods of implementing the project (what and how the speaker needs to do in order to solve the problem — his own and global) [5, p. 23].

Conclusion. Thus, the linguistic analysis of dialogues delivered by the learners of English as a foreign language at a higher educational establishment from the point of view of the metanarrative level made explicit in the speech flow enables the researcher to find out the level of students’ awareness of the extra-linguistic components of the communicative situation. It can be further hypothesized that, if the students are fully aware of the extralinguistic motives and problems arising from the particular communicational situation and the speakers’ personal goals driving the conversation, their speech will be more naturally motivated and, consequently, richer and more fluent.

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FOREIGN LANGUAGE TEACHER PRESENTATION SKILLS

Introduction. One of the main trends in education is the focus on the student’s personality in order to fully reveal their abilities and meet their educational needs [1]. That is why foreign language teacher presentation skills play a pivotal role in effective English language teaching, as they enable foreign language teachers to engage students and make learning more enjoyable. Furthermore, presentation skills enable foreign language teachers to effectively communicate complex ideas and concepts. This helps students grasp the content more easily and develop a solid foundation in the foreign language learning. In addition, presentation skills allow foreign language teachers to create a comfortable and inclusive learning environment. By using effective body language, voice and eye contact, teachers can establish a positive rapport with their students and create a sense of belonging in the classroom. This

encourages students to actively participate and contribute to class discussions, enhancing their language learning experience. The aim of this article is to substantiate the significance of teachers' presentation skills and their contribution to creation of interactive and immersive learning experiences for students.

Main part. Today it is impossible to imagine an English teacher who is not able to present or who does not take part in scientific conferences to present research results, share ideas to a wide range of professionals. In this regard, development of presentation skills becomes relevant while training students in higher educational institutions [2]. Currently, the society needs specialists who possess skills to conduct one of the forms of business communication — presentation.

Presentation is an interactive communication process involved in presenting a prepared message to an audience. The Contemporary Russian Explanatory dictionary gives the following definition of presentation: “Presentation is a public perception of something new, recently appeared, created” [3, p. 241]. According to Cambridge dictionary presentation means: “(1) a talk giving information about something; (2) the way something looks when it is shown to other people, or the way someone looks; (3) the act of giving or showing something, or the way in which something is given or shown” [4]. Collins dictionary describes presentation as: “(1) the appearance of something, which someone has worked to create; (2) something that is performed in front of an audience” [5].

So, the term “presentation” can be found within the framework of professional training and it is defined as a public speech in front of listeners with the purpose of inducing some action or persuasion of something.

M. V. Koltunova says that “presentation speech is a type of public speech. It should be built according to certain principles: (1) sequence, that is, each point of the speech should flow smoothly into the next; (2) principle of brevity; (3) purposefulness (the presentation must be logically consistent); (4) principle of effectiveness (speech necessarily requires a conclusion); (5) the principle of amplification (using verbal and intonation means of speech influence to retain the attention of the audience)” [6, p. 2436].

However, a presentation is not just a speech, it is interpersonal communication, the success of which depends on the level of development of communication skills and abilities and the actual ability to do a presentation.

Communication carries messages at least at two important levels: one level carries the content of the message, and the other carries a metamessage about the relational aspect of the communicators. Nonverbal communication often carries the metamessage, and verbal communication more often contains the content. When training or presenting, you have four main channels of communication: visual, voice quality, touch and the actual words you say. The figures for the impact and perceived sincerity of communication are 55 % body language, 38 % voice quality and 7 % words [7, p. 39].

People always send messages with gestures, body movements, postures, and facial expressions. Their body language is always “talking” even when they are not speaking. Here we talk about eye contact and facial expressions, posture, gestures and space.

Delivering a public speech, like reading a lecture, a report or making a presentation may be quite a challenge to many people. Even those, who always perform in front of a large audience, like actors, singers, politicians, may experience certain anxiety. Students often feel nervous, embarrassed, uncomfortable, and tongue-tied. Even if public talk does not evoke any of such emotions, “tutees need to develop and polish their skills of using appropriate language, modulating their voice, moving properly around the room, and employing adequate body language” [8, p. 135—136].

Moreover, speakers care, of course, about how they are perceived, because the listeners always judge them. Mastering speaking skills gives people confidence and helps get their emotions under control [8, p. 137].

According to I. N. Engleberg and J. A. Daly, speaking anxiety, or communication apprehension, has been in the focus of scholars since 1970s [9].

They recommend, what they call, “cognitive restructuring” — changing negative assumptions about oneself and thinking positively about the motives, aim, contents, and importance of the message [9, p. 27].

B. Hoogterp assumes that in order to overcome nervousness and fear, one should concentrate on the audience, not on oneself. It is important that the listeners get your message, that they learn from you and that they feel your concern about them. Connecting with the audience is an important means of achieving success [10].

To become an experienced public speaker one should practice, develop, and master his verbal, prosodic, and nonverbal skills. Training and controlling one's body language and voice modulations are important means of connecting with the audience, building confidence, and achieving success [8].

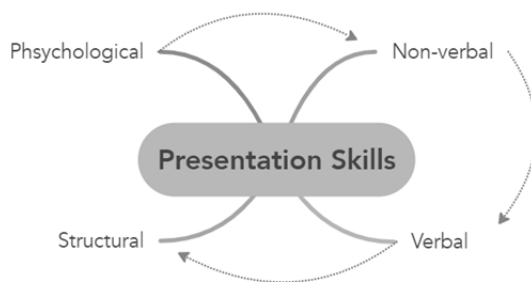


Figure 1 — Presentation skills

Conclusion. Presentation skills (Figure 1) play a crucial role in the success of foreign language teachers and their students. The ability to effectively communicate and engage students in immersive learning experiences is essential for creating a positive learning environment. Furthermore, foreign language teachers should strive to develop and enhance their presentation skills to ensure the success and growth of their students in learning a foreign language. By effectively communicating, engaging students, and catering to diverse learning styles, teachers can create a dynamic and inclusive learning environment that fosters language acquisition and motivates students to excel in their language studies.

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VIDEO GAME CULTURE

Introduction. A video game is a visual way of conveying information, a kind of synthesis of the real world in virtual space, which carries the function of combining many cultural trends. Having become a cultural layer of humanity, video games are developing in diverse fields: literature, music, cinema, technology, etc.

Game culture to a certain extent began to claim the status of an art form back in 1950, when the video game “Bertie the Brain” was first presented as an engineering advertisement, then “Spacewar” appeared in 1962. In 2011 the video game sphere originates the discussions in the United States, where this phenomenon was recognized as an art form, that led to scientific interest in the analysis of video games as videogame culture as a whole. Art developers are completely immersed in this type of activity, where not only talented artists and art masters, but also the holders of exclusively the latest digital competencies are fully revealed as a whole, which subsequently dictated the presence of a large number of representatives of generation Y in this area. “Games are a folk art, a collective, social reactions to the underlying impulse or influence of a particular culture” [1, p. 144].

Main part. Google, Amaxon, Sony, Apple, Microsoft, Nvidia, Nintendo are the few developers who have actively opened a promising segment of cloud gaming. In addition to cloud gaming, one can also highlight current trends in pay-to-play (subscription games), user-generated content (a multi-user platform supported by non-professional developers, for example, Roblox, Minecraft), streaming content that has become popular in Russia, creates formats for interaction between consumers and corporations, develops software and hardware and technologies for collecting, processing and analyzing data in real time.

What does video game culture mean? In order to identify the main characteristics of the most popular video games, it is necessary to study their purpose, relevance and interest in them from users. Among the main such indicators, the following became obvious: