

For instance, "to roof" (verb) can be converted into "a roof" (noun), or "brick" (noun) can be converted into "brick" (adjective) as in "brick wall". Conversion allows for the adaptation of words to fit the specific needs of the building domain without introducing entirely new vocabulary.

7. Borrowing: Adopting words from other languages, especially when there's no direct equivalent. For example, "cement" from old French "ciment" or "patio" from Spanish. Borrowings, also known as loanwords, involve adopting terms from other languages into the building domain of English. These borrowed words often represent concepts or technologies that originate from cultures with their own specialized terminology.

For example, English has borrowed "patio" from Spanish and "feng shui" from Chinese to describe architectural features and design principles. Borrowings enrich the building terminology by incorporating diverse linguistic influences.

8. Eponyms: Words derived from proper nouns, often names of people or places. For example, "Galvanized steel" named after Luigi Galvani. Eponyms involve naming architectural elements, techniques, or styles after a person, typically the inventor or popularizer of the concept. For example, "Romanesque architecture" is named after the Roman style of building, and "Palladian windows" are named after the Italian architect Andrea Palladio. Eponyms serve as a way to honor influential figures in the field of architecture and to designate specific building elements or styles associated with their work.

In conclusion it is possible to state that these methods, along with the ever-evolving nature of language, contribute to the continuous expansion of building terminology in English.

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ARE SOCIAL MEDIA EFFECTIVE FOR LEARNING FOREIGN LANGUAGES?

Nowadays social media takes a big part of our lives, and a lot of people use it in daily basis.

Social media started as platforms, on which users can share thoughts, photos, events etc. But now people use them as source of news, information, business. People can use social medias to learn, improve their skills, discuss topics, search for new information and help. Foreign languages are not exception.

Usage of social media as educational platform can be compared to way, which bilingual children learn. [1] Parents surround children with two or more languages and get result. Social medias can be used the same way. By reading or watching interesting content in foreign language you can easily learn:

- 1) words, slang, idioms;
- 2) pronunciation from native speakers;
- 3) right way to make sentences.

But is this method effective?

To make a conclusion I will analyze some factors as:

- 1) how popular social medias are?
- 2) how much time you should allocate on learning?
- 3) is this method easier than studying with books?

The number of people using social media is over 4.95 billion (data from October 2023) [2] Facebook is the largest social media platform with 3.05 billion monthly active users, YouTube with 2.49 billion monthly active users, Instagram has 2 billion monthly users and TikTok with 1 billion monthly active users.

Scrolling thru social medias people choose what content they like, the same way, that content-creators make content. So, learning in social media can turn into daily routine. Users can watch educational videos in the morning or evening, while checking news. They can learn new information during lunch break or at way home.

The main difference between learning with books or social media is the way of memorizing information. With books people should patiently study paragraphs, memorizing words, on other hand – in social media information can be learned during reading interesting articles or watching funny videos.

In the conclusion I can say that social media(which are used by billion people daily, are free and available to everyone) are effective way to learn words, idioms, slang, rules of building sentences and practicing with understanding accent of native speakers of foreign language.

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LES COURS INTENSIFS ANIMÉS PAR DES LOCUTEURS NATIFS COMME UN PROCÉDÉ EFFICACE DE L'ENSEIGNEMENT DU FLE

La participation des locuteurs natifs ayant une formation spéciale ou connexe, une expérience de travail avec des étudiants étrangers et ayant reçu une formation préalable à l'enseignement du français langue étrangère à l'enseignement d'un cours intensif de langue étrangère dans un établissement d'enseignement supérieur est l'un des moyens d'accroître l'efficacité et l'efficacé de l'apprentissage du français dans des groupes d'étudiants qui suivent les programmes de l'étude approfondie du français dans des spécialités non linguistiques de l'académie.

Les cours avec des locuteurs natifs doivent constituer une composante importante de l'apprentissage du français pour des objectifs spécifiques (FOS), ce qui a été souligné à plusieurs reprises dans les études sur la méthodologie de l'enseignement du français [1].

Les cours avec des professeurs bénévoles qui sont des locuteurs natifs de la langue française constituent l'un des principaux axes de coopération des établissements d'enseignement ukrainiens avec la Fédération des échanges France-Ukraine, ainsi que l'organisation et le déroulement des stages linguistiques et professionnels [2], qui sont actuellement réalisés avec le soutien de l'Agence universitaire de la francophonie et sont financés partiellement ou entièrement par ses fonds, à condition que l'établissement d'enseignement supérieur en Ukraine soit membre de cette organisation international à l'échelle mondiale.

Les cours intensifs du français en ligne de courte durée ont généralement lieu à la PAEGCA pendant les vacances d'hiver ou en dehors des heures non académiques en semestre avec une charge de 30 à 60 heures académiques. Ils prévoient la répartition des apprenants en deux niveaux, à savoir, le niveau débutant et le niveau intermédiaire et avancé et se déroulent selon les programmes adaptés à chaque niveau.