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EFFECTIVENESS OF USING MODERN BRITISH SERIALS IN PROFESSIONAL TRAINING OF FUTURE ENGLISH TEACHERS (THROUGH THE EXAMPLE OF “MR. SELFRIDGE” SERIAL)

Nowadays the English language is compulsory for studying in secondary and higher educational establishments of Ukraine. That is why the search for up-to-date means, methods and ways of its teaching acquires special significance. The article substantiates the effectiveness and expediency of using television series in the process of teaching foreign language and proves that they are an important source of educational material for building communicative and socio-cultural competencies of students, for development of their cognitive skills. It has been grounded that watching TV series in the English language provides interactivity of training, increases the motivation of students to learn it, develops positive personal qualities and creative abilities of students, brings aesthetic pleasure. However, the use of this means in the educational process has a number of peculiarities that should be taken into account by a teacher, when organizing this type of activity in the class. In this regard, the main stages of work with video material at the English language classes and pattern tasks for the students' classroom and independent work have been offered. The authors' experience proves that the British serial “Mr. Selfridge”, under the conditions of correct organization of cognitive activity of students, is a valuable source of cultural information and can serve as a tool for the students to develop high level of communicative competence at the English language classes and in their everyday life. Skilfully selected video material, detailed commenting and competently planned work after watching the series facilitates the successful mastering of a foreign language.

Keywords: *British serials, English language, classroom and individual work, communicative competence, language skills and abilities.*

Introduction

English, as a language of international intercourse and the most widespread tool of creating global informational space and interpersonal communication of both ethnic groups and states, is a compulsory discipline in almost all countries of the world. The government strictly regulates what languages should be included into the educational process, and also the number of offered for learning variants is determined.

For example, in Belgium, Cyprus, Switzerland, Iceland, they study two foreign languages. In Liechtenstein, there are three foreign languages to be studied.

In many countries, as well as in Ukraine, English is the first foreign language to be studied both by pupils and students, irrespective of the type of the educational establishment and educational direction (Berk, 2009).

The development of communicative competence of students on the basis of linguistic, speech, socio-cultural and sociolinguistic knowledge, skills and abilities according to the current state normative-legal documents in the

sphere of linguistic education and the law of Ukraine “On Higher Education” is considered as the main goal of learning a foreign language. For this reason, the problem of search and applying effective methods and ways of teaching English language has acquired special significance in many countries worldwide, in particular in Ukraine, the country, which is actively integrating into the global community of developed countries and reforming its own system of education as the original and self-sufficient phenomenon, taking into account their progressive experience. In this context, according to the requirements of the typical program on the English language and Common European Framework of Reference for Languages: Learning, Teaching, Assessment, the enrichment of the process of teaching English at Ukrainian universities, which provide for the training of the future teachers of the English language and literature, take place.

Under the conditions of building up the global informational space, many domestic and foreign scholars are investigating the formation of the content and strate-

gies of teaching foreign languages, effective use of various forms and methods of teaching a foreign language, introducing innovative learning technologies (Maltseva, Karunova, 2003; Berk, 2009). Considerable attention in this process is paid to the use of role and business games, slides and presentations, films, research projects, creative works in the process of teaching a foreign language. However, the issue of the effectiveness and feasibility of using serials as a tool for learning English in the modern linguodidactics remains unresolved today.

Aim and Tasks

The paper aims to substantiate the expediency theoretically and to verify the effectiveness of using the television series experimentally as a means for learning the English language in the process of professional training of future teachers of the English language and literature.

The tasks of the research are as follows:

1) to substantiate the expediency of application of authentic television series into the process of teaching English to students.

2) to determine the most effective forms, methods and ways of using English television series for the formation of foreign language competence of the future teachers of the English language and literature.

Research Methods

To achieve the purpose and perform the tasks of the research, the following methods of scientific search were used: theoretical: analysis, synthesis – to clear out the didactic potential of the authentic television series of different genres in teaching English language; study of the works of domestic and foreign scientists – for theoretical understanding the experience of using television series in the English language in the formation of foreign language competence of students and working out our own methods of its introduction into the educational process of domestic institutions of higher education; empirical (pedagogical observation, testing, conversations, analysis of the results of students' practical activity) – to determine the most optimal pedagogical conditions for application of authentic television series in teaching future specialists of the English language.

Theoretical Study Results

The analysis of the scientific literature and pedagogical practice proves that one of the effective tools for learning the English language is watching TV serials in classes, which gives students not only the opportunity to get acquainted with authentic verbal communication, but also to learn about certain socio-cultural facts concerning the country, the language of which they are studying. Technological progress has provided teachers with more creative opportunities to include video into the educational process (Berk, 2009). In order to facilitate the perception of speech, subtitles should be used, which will contribute to expanding the vocabulary and improving grammar skills of students. Watching some episodes of the serials provides interactivity of the form of conducting classes, which facilitates the development of dialogue communication (Maltseva, Karunova, 2003) and the de-

velopment of critical thinking of students, which, of course, increases the motivation to study. It is important to take into consideration that at all stages of work with the television serial the teacher should closely interact with the future specialists of English philology, in particular to explain, verify, paraphrase, give examples, ask and answer the questions. Such cooperation facilitates fulfillment of the offered tasks, creates friendly atmosphere in the classroom, which is one of the main preconditions for successful educational work.

We consider (and our experience of work with the students proves it) that the entertaining element of cognitive activity of the future specialists at the English lessons using episodes of the serial is also a very important argument to be used in the educational process. The practice proves that the considerable advantage of using episodes of the serial is after watching discussion, which, again, contributes to active discussion of not only a separate country studying terminology, used in the serial, but also to the analysis of characters and the plot as a whole.

However, it should be remembered that watching some episodes of the serial at the lesson aims not just a pleasant pastime, therefore the selection of the serial does not depend on the teacher's personal preferences, it is the didactic selection of educational material, taking into account the level of students' language proficiency, their interests, professional necessity; in addition, the content composition of the episode should be optimally saturated with country-specific and ethno-cultural information, necessary for studying specific topic, provided by the steering program of the educational discipline "Practical Course of English". The compulsory condition is adhering to the principle of continuity and consistency of learning. Hence it follows that the selection of the serial material for watching is a rather difficult and at the same time important task for the teacher.

Experience proves that effective work with serials will be effective when at beginner levels it starts with watching authentic cartoons for children, where, it should be noted, the realities of the country are identified. It provides the opportunity to follow socio-cultural differences in practice. The best example of such a serial for children is "Muzzy in Gondoland", which is voiced by native speakers and is an excellent example for learning the basic course of the English grammar and vocabulary. Despite the fact that this course is intended for the children's audience, it can be easily used as a training material for adults at the beginner level for the interesting study of the new vocabulary and the study / repetition of grammar rules (Muzzy – animated English Course from the BBC).

Before watching the animated cartoon, it is necessary to conduct preparatory work with students. So, any part of the serial can be used in the study of the grammar topics "Verb", "Noun", "Numerals", etc. After watching, for example, to fulfill the task "to tell about the relocations and actions of the main characters of the film", the students use the learned material, consolidate the skills of the

formation of different verb forms.

Another animated cartoon “Gnomeo and Juliet” is worthwhile watching. It tells a romantic and very positive story about the lives of two warring species of gnomes, based on the motive of the legendary Shakespearean tragedy.

Effective, in our opinion, is the use of the cartoon “Peppa Pig” at the English lessons, because all its plots are clear, the language is simple, but it reproduces the grammatical peculiarities of the English language, which allows even working out a separate language course of its mastering.

At the lessons of English as a professional language, one can also propose watching comedy serials, for example, “The Job Lot” – the British comedy serial about the team of strange employees at the employment center; “Jeeves and Wooster” – a well-known British comedy television serial, filmed based on the novels of P.G. Wodehouse about the young English aristocrat Bertie Wooster and his valet Reginald Jeeves, etc. However, it should be noted that the watching of comedy serials requires the huge preliminary lexical work and the profound country-studying commentary. In this case, historical and socio-cultural realities demand additional interpretation in order to make the work of these video materials as effective as possible.

At later stages of studying the foreign language, the video material should be complicated, but at the same time, it should be divided into the plot parts in order to facilitate the perception and understanding, emphasizing the cultural peculiarities of the country, whose language is studied.

During the work with the episodes of the serials in the classroom, it is necessary to follow the correct, beforehand determined algorithm. Watching the film requires not only great previous work of the teacher, but also hard work of the student.

So, the preliminary work involves lexical and country-specific comments, that is, at this stage, the teacher introduces the students with different situations and offers their verbal realization.

It should be mentioned that such comments can be given both verbally and in the form of a text for reading and further work. The choice of the way of transferring information will depend on the content and the scope of the information provided. The lexical comment should be made in such a way that students could continue to use the new semantic units when discussing the watched episode in oral and written speech.

It is worth remembering that watching the video material is the effective didactic instrument, a means by which practical mastering of the English language at phonetic, lexical and grammatical levels takes place. Therefore, the setting of the learning task, which will target students to select cultural or linguistic information, should precede the watching of the serial.

Sometimes a teacher can go backwards, that is, not to give students a previous comment, but after watching

the episode, to offer the students to prepare the project or the presentation on the given topic.

The Plot of “Mr. Selfridge” TV series

Of particular interest, in our opinion, in the process of forming communicative competences of future teachers of the English language and literature, their socio-cultural immersion into the atmosphere of “historical London”, and especially into the post-Victorian era, is watching and analysis of “Mr. Selfridge” TV series.

The basis of its plot made the fact that in 1909, the largest department store in the West End of London, in Oxford Street, was opened, owned by the American highly gifted businessman Harry Gordon Selfridge. His success and popularity is explained by the perseverance, dedication to his work, justice, resourcefulness. In the serial, against the background of Edwardian England’s glamour, the horror of the First World War, the wreck of the Titanic, the “Selfridges” department store was a “theater with a curtains rising at 9 o’clock in the morning” (Vudkhed, 2015). Harry Gordon Selfridge made the revolution in the post-Victorian trading, and he was the first in England to introduce the formula – “The customer is always right” (Selfridge and Selfridges. All are Crazy of Harry!).

Selfridge believed that buyers can be attracted to the store, if to introduce them there with the latest technological progress. Thus, in the department store in 1909, as it was reproduced in the serial, they demonstrated the monoplane by Louis Bleriot, who for the first time in the history flew over the Channel, and this event was visited by 12.000 people. It was here in “Selfridges” that in 1925 the first public television demonstration took place.

Since the first days of the work of the store, the roof of “Selfridges” has become one of the London’s most fashionable bohemian sites. It is known that in the summer of 1913 the charity ball of Maurice Mouvet and Florence Walton assembled on the roof of the department store about 2.000 admirers of music art (Secrets of Selfridges: 10 Facts about the Most Luxurious Department Store in Oxford Street).

In the 1920-s and 1930-s, on the roof of the store were gardens, cafes and the field for mini-golf. The roof, which offers spectacular views over almost all London, has been a popular place for walking after visiting the shops. During the London Blitz, the roof of “Selfridges” was badly damaged by bombing, and after the war for seventy years, the site was closed for visits (Secrets of Selfridges: 10 Facts about the Most Luxurious Department Store in Oxford Street).

It was Harry Selfridge who invented selling off; he owns the idea of coupons for discounts, gift certificates and regular customer cards. He introduced such revolutionary innovations as large mirror stained-glass windows, spectacular exposures in shop windows, which were illuminated by electric light till 12 o’clock in the night. In particular, today, the design of shop windows for Christmas is a tourist attraction of London.

In 1931, on the facade above the entrance to the

building, the clock was set with a decoration in the form of a winged woman. Four-meter bronze sculpture with the enamel cover “The Queen of Time” was created by the well-known British artist Gilbert Bace on the occasion of the twentieth anniversary of the Selfridge’s brand.

In the 1930-s, Harry Selfridge made a new, successful attempt to attract visitors’ attention by installing the real seismograph in the department store lobby. The device stood in the department store for several years, and some buyers had the chance to see with their eyes the registration by its sensors of underground shocks on the other side of the world. Now this seismograph is exhibited at the British Museum (Secrets of Selfridges: 10 Facts about the Most Luxurious Department Store in Oxford Street).

Harry Selfridge was able to get the best possible telephone numbers from the London Post Office and Telegraph Office. For several years it was enough to dial “1” and that the operator connected the subscriber to Selfridges (Secrets of Selfridges: 10 Facts about the Most Luxurious Department Store in Oxford Street). He made a huge contribution to the emancipation of women, allowing them to achieve remarkable results in their careers. In the episodes of the serial, his propensity for suffragettes, who fought for the equality of women, was demonstrated.

There are a lot of other interesting facts, events and people that the student can meet, watching the serial. Therefore, we believe that it is an optimal educational material that will contribute to the formation of not only linguistic and socio-cultural competences, but will also bring aesthetic pleasure.

Variants of Work with Students

While watching the serial for study of the planned by the program topic, the teacher should help students in many ways, using many techniques in the classroom, and if needed to pause the film, showing the episode several times, dividing the whole series into several parts, and so on. When watching the scenes related to the main topic for the classroom discussion, the teacher can pause the demonstration to perform various exercises, for example, repeating the new vocabulary, selecting synonyms / antonyms for the proposed word, dictation, answering questions, filling in gaps, etc. It is also important to make notes during the watching, that is, to write down key-words and terms in the reduced verbal, graphical or numeric form, in order to continue to use these facts when performing the proposed tasks. Such exercises will draw future teachers’ attention to the details of the relevant episodes, which will contribute to the better understanding of the plot.

The clear, correct, well-presented language of the actors of the serial will encourage students to improve their spoken English. However, one should be careful – during the watching of the serial it is not necessary to abuse the pauses, because it can distract students, which negatively affects the efficiency of educational work. The important task of the teacher is the thoroughly planned learning process, adhering to the optimal balance between enter-

tainment and learning. The practice proves that the teacher can offer the students to work on the video material on their own.

After watching the serial, according to the academic program “Practical Course of English” for specialty “Philology. English Language and Literature” the teacher can apply a variety of tasks, including:

- project implementation;
- preparation of written abstracts and materials for actual topics and their presentation;
- writing an essay;
- summary;
- solving test tasks;
- comparative description of the original text and its translation;
- own translation;
- search of additional materials in the computer networks to the topics, offered by the teacher;
- oral discussions, debates;
- brain storming;
- script development;
- participation in theatrical production;
- characterization of the main characters, etc.

Perspective for learning the English language is also work with winged expressions and idiomatic expressions, which are used in dialogues of the main characters. For example, it will be very valuable for students to discuss the famous citations of Harry Selfridge, which is especially relevant in the study of the topic “Leadership”:

- People will sit up and take notice of you if you will sit up and take notice of what makes them sit up and take notice.
- The boss drives his men; the leader coaches them.
- The boss depends upon authority; the leader on good will.
- The boss inspires fear; the leader inspires enthusiasm.
- The boss says “I”; the leader, “we”.
- The boss fixes the blame for the breakdown; the leader fixes the breakdown.
- The boss knows how it is done; the leader shows how.
- The boss says “Go”; the leader says “Let’s go!”

We offer a list of approximate topics for the preparation of presentations by the future teachers of English language and literature on the basis of the “Mr. Selfridge” serial, which correspond to the topics “Shopping”, “At the Department Store”, “Marketing Innovations”, “Famous People of Great Britain” of the English academic program “Practical Course of English”:

1. The world’s best department store.
2. *From riches to rags*.
3. The woman *suffrage movement in Great Britain*.
4. Dolly Sisters – legends in their own time on both sides of the Atlantic.
5. John *Logie Baird* and the invention of the television.
6. Suzanne Lenglen – the original tennis diva of the 1920-s.
7. Selfridge’s innovative marketing.
8. The first cross-Channel flight of Louis Blériot.

9. Cosmetics queen Elizabeth Arden.

10. The Antarctic explorer *Ernest Shackleton*.

11. Arthur Conan Doyle – the spiritualist behind the rational Sherlock Holmes.

At the final stage of working with video materials, the teacher, according to the educational-qualification characteristics of speciality “Philology. English Language and Literature” and the requirements of the academic program “Practical Course of English”, should thoroughly monitor the level of formedness of speech, linguistic, socio-cultural competences of students in order to understand their strong and weak sides. The evaluation, as known, is an important stage in learning, therefore, in practice, certain informal forms of evaluation (observation, questionnaires, oral conversation) can be used along with formal control types of activity (for example, dictation, written test, retelling).

Here, it is expedient to divide the knowledge, skills, abilities and personal qualities of the student into the blocks, which will allow the teacher to objectively evaluate the student’s educational achievements, in particular:

1. Speech skills:

- reading;
- writing;
- listening comprehension;
- speaking.

2. Socio-cultural knowledge:

- symbolism;
- cultural heritage (world-famous sights, prominent personalities and their contribution to the world culture);
- social realities;
- traditions, customs;
- artistic works;
- folklore.

3. Cognitive skills:

- creative thinking (the ability to generate new ideas);
- decision making (the ability to choose the best alternative, taking into account the proposed facts);
- solution of the problem (the ability to recognize the problem, to develop an algorithm of action for its settlement);
- argumentation (the ability to draw logical conclusions).

4. Personal qualities of the student:

- responsibility (the ability to perform the task in time and on the full scale);
- communicability (the ability to interact in a team);

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– self-regulation (the ability to overcome excitement);

– self-control (the ability to evaluate the effectiveness of language use);

– self-esteem (the ability to check own results)

– attention (the ability to ignore factors that distract from work; to concentrate on the task);

– self-motivation (the ability to adjust oneself to effective work).

Conclusions

Thus, the use of authentic serials is an important source of educational material for building communicative and socio-cultural competencies of students, for development of their cognitive skills; watching TV series provides interactivity of training, increases the motivation of students to learn a foreign language, develops positive personal qualities and creative abilities of students, brings aesthetic pleasure. However, the use of this tool in the educational process has a number of peculiarities that should be taken into account by the teacher, when organizing this type of activity in the class. So, skilfully selected video material, detailed comment and competently planned work after watching the series facilitates the successful mastering of a foreign language.

It is revealed that in the teaching of the English language using the authentic TV series, the following didactic forms, methods and techniques are the most effective: watching and discussion of separate episodes of the film, events, activities of its characters; propaedeutic work before watching the series in order to develop the algorithm for the educational process; doing various types of interactive exercises (oral and written) and creative tasks (preparation of projects, abstracts, presentations, writing essays, annotations, solving test tasks, developing a script, etc.); dialogic interaction between the teacher and students; analysis and evaluation of speech and linguistic competences of the future specialists, etc.

In our further publications, on the basis of the results of the educational experiment, we will try to reveal the technologies and methods of using English serials in formation of communicative skills of the future teachers of English and literature, as well as mastering professional skills of teachers of English and literature in the system of post-diploma pedagogical education.

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ЕФЕКТИВНІСТЬ ВИКОРИСТАННЯ СУЧАСНИХ БРИТАНСЬКИХ СЕРІАЛІВ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ (НА ПРИКЛАДІ СЕРІАЛУ «МІСТЕР СЕЛФРІДЖ»)

В умовах сьогодення англійська мова є обов'язковою для вивчення у середніх та вищих навчальних закладах України. Саме тому особливого значення набуває пошук новітніх засобів, методів і прийомів її викладання. У статті обґрунтовано ефективність та доцільність використання телесеріалів у процесі навчання іноземної мови у ВНЗ і доведено, що вони є важливим джерелом навчального матеріалу для формування комунікативних та соціокультурних компетенцій студентів, розвитку їх когнітивних умінь. Обґрунтовано, що перегляд англійських серіалів забезпечує інтерактивність навчального процесу, підвищує мотивацію майбутніх фахівців до вивчення іноземної мови, розвиває позитивні особисті якості та творчі здібності, приносить естетичне задоволення. У той же час застосування цього засобу в початковому процесі має низку особливостей, які викладач повинен враховувати, організовуючи такий вид діяльності на заняттях. У зв'язку з цим запропоновано основні етапи роботи з відеоматеріалом на заняттях з англійської мови та орієнтовні завдання для аудиторної і самостійної роботи студентів. Досвід засвідчує, що британський серіал «Містер Селфрідж», за умови правильно організації пізнавальної діяльності студентів, є цінним джерелом культурологічної інформації та може стати інструментом для формування у них високого рівня комунікативної компетенції на заняттях з іноземної мови та в повсякденному житті. Уміло підібраний відеоматеріал, детальний коментар та чітко спланована робота після перегляду серії сприяють успішному оволодінню іноземною мовою.

Ключові слова: британські серіали, англійська мова, аудиторна та самостійна робота, комунікативна компетенція, мовні вміння та навички.

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