

in 2008 - on a deep and comprehensive free trade area (FTA) as an integral part of the Association Agreement.

During the years 2013-2015 great upheavals took place in Ukraine. Ukrainian President Victor Yanukovich urged the Ukrainian Parliament to adopt laws so that Ukraine could meet the EU's criteria; the association agreement was to be signed on November 21, 2013. Yanukovich attended the EU summit in Vilnius on November 28–29, 2013 where the association agreement was planned to be signed but he refused, being under a lot of pressure from Russia, to sign a document at a summit in Lithuania. [29] The decision to put off the signing the association agreement led to the pro-EU Euromaidan movement and finally to the removal of Yanukovich and his government after the Ukrainian Revolution in February 2014. Since then Ukraine has been striving again towards integration into the European Union.

### ***MULTIMEDIA TECHNOLOGIES IN PRIMARY SCHOOL***

**Zaitseva Alina**

**Lecturer of the Institute of Foreign Languages,  
Bohdan Khmelnytsky National University of Cherkasy,  
Ukraine**

This paper focuses on the problem of application of multimedia technologies in primary school. Multimedia refers to content that uses a combination of different content forms (text, audio, still images, animation, video, interactivity) on a single device thus involving an integration of sound, text and digital signals as well as immovable and movable images. Teaching foreign languages via multimedia technologies is conducive for an embodiment of students' modalities (visual, auditory, kinesthetic and logical). The combined modalities ensure subsensory perception and involuntary memorization of the material under study, and facilitate efficient implicit learning. However, the analysis of relevant pedagogical works

testifies that at present the application of multimedia technologies in teaching a foreign language to junior pupils escapes proper theoretical attention. Respectively, university curricula do not offer practical courses introducing students to various techniques of applying multimedia in primary school. Such techniques, added to traditional ones, may become beneficiary for the educational process. To make the process of English language acquisition more successful, the psychic features of junior pupils, such as memory, imagination, attention, thinking and high level of sensitivity, should be taken into consideration.

Sensitivity is the characteristic feature of a child which is manifested in high sensitiveness to what is happening to him/her [1]. Sensitivity enhances and facilitates English language acquisition which may be conscious (or explicit), and unconscious (or implicit).

The implicit learning presupposes the unconscious perception and understanding of grammatical phenomena. To provide the understanding of the grammatical phenomena the epistemological styles of junior pupils should be taken into account. Soslo [2], Holodna [3], and Royce [6] worked with the notion of epistemological styles that may be defined as individual characteristic ways of world perception. According to 3 types of thinking the epistemological styles are subdivided into empirical (based on practical experience), rationalistic (based on logical conclusions and defined by schemas, models etc.) and metaphorical (based on diversity of impressions, combinations of different spheres of knowledge, and intuition). In junior school preference is given to the metaphorical epistemological style, though the empirical and the rationalistic ones are to be considered as well. The individual epistemological styles of pupils will help the teacher to use the appropriate ways of instructional grammatical information, such as speech patterns, schemes, models, cognitive metaphors, pictures, comics, gestures, and even dances [5; 6]. The epistemological styles of junior pupils will also facilitate their understanding of this material.

The application of multimedia technologies in secondary and high schools outlines a perspective for further research.

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***OPPORTUNITIES OF ESP***

***FOR THE 21<sup>ST</sup> CENTURY SKILLS DEVELOPMENT***

**Iryna Kulish**

**Bohdan Khmelnytsky National University of Cherkasy,  
Ukraine**