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educational environment; implementation of an interdisciplinary module program on “Creative Intercultural Communication”.

Conclusion

The development of students’ creative-communicative competence as part of the process of intercultural communication is presently one of the topical issues, which necessitates its development on both the theoretical and methodological levels. This is because it is one of the most important aspects of the field of intercultural communication. This is as a result of the intensified processes of globalization and unification of world communities, the development of international relations, as well as the complicated socio-cultural situation that exists within the country.

The results of numerous studies confirming the fact that communication in a foreign language in a multicultural environment contributes to creative thinking served as the basis for the development of the methodology of formation of creative-communicative competence in the process of learning a foreign language. The educational discipline “Foreign Language” has a wide range of possibilities for the development of creative potential of an individual as well as the formation of theoretical knowledge, practical abilities and skills of creative activity.

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Language learning strategies used by learners and teachers in English language classrooms

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Introduction

Language learning strategies are a key factor in improving language proficiency, and it is essential to understand how both learners and teachers approach the learning process. A language learning strategy used by learners and teachers in English language classrooms can provide valuable insights into the different approaches used by these two groups.

Language learning strategy in general, the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning. In first language learning, the word “strategy” is sometimes used to refer to the ways that children process language, without implying either intentionality or awareness. For example, in trying to understand a sentence, a child may “use” the learning strategy that the first mentioned noun in a sentence refers to the person or thing performing an action. The child may then think that the sentence *The boy was chased by the dog* means the same thing as *the boy chased the dog*. In second language learning, a strategy is usually an intentional or potentially intentional behavior carried out with the goal of learning. A number of broad categories of learning strategies have been identified, including cognitive strategies such as analyzing the target language, comparing what is newly encountered with what is already known in either the L1 or the L2, and organizing information; metacognitive strategies, which include being aware of one’s own learning, making an organized plan, and monitoring one’s progress; social strategies such as seeking out friends who are native speakers of the target language or working with peers in a classroom setting. Learning strategies may be applied to simple tasks such as learning a list of new words, or more complex tasks involving language comprehension and production [1, 331].

There have been many studies conducted on language learning strategies used by learners and teachers in English language classrooms. Here are some key strategies:

a) Metacognitive strategies: Learners who use metacognitive strategies are more successful in language learning. These strategies include planning, monitoring, and evaluating learning.

b) Cognitive strategies: Cognitive strategies are strategies that learners use to process new information. These strategies include using memory techniques, note-taking, and summarizing.

c) Socio-affective strategies: Socio-affective strategies include strategies that learners use to manage their emotions and motivation in the learning process. These strategies include seeking support from others, managing anxiety, and maintaining motivation.

Direct strategies involve using explicit instruction to teach language forms, such as grammar, vocabulary, pronunciation, and syntax. Examples of direct strategies include drills, worksheets, explicit grammar instruction, and error correction. These strategies are often used to teach foundational language skills and to help students acquire explicit knowledge of the language system.

Indirect strategies, on the other hand, involve using implicit and communicative activities to help students develop their language proficiency. Examples of indirect strategies include role-playing, discussions, games, and storytelling. These strategies are often used to help students develop their communicative competence, such as their ability to express themselves fluently and accurately in real-life situations.

Both direct and indirect strategies have their strengths and weaknesses, and an effective language teacher should use a combination of both approaches depending on the learning objectives and the students’ needs. For example, direct strategies may be more appropriate for beginners who need to acquire foundational language skills, while indirect strategies may be more appropriate for advanced students who need to develop their communicative competence.

Main part

This study employed a qualitative approach, using classroom observations and teacher questionnaire to explore the use of direct and indirect strategies in teaching English to middle school students. The participants were 10 teachers from 87th school-gymnasium with different experience of teaching. The years of experience are given in Table 1.

Teacher's experience	Total
Less than 5 years	4
5-10 years	2
More than 10 years	4

According to the results of questionnaire approximately more than half of group participants claimed that they used both strategies and they were used effectively.

Research has shown that both direct and indirect strategies can be effective in promoting language learning. The teachers reported that they found both types of strategies to be effective, and that the combination of direct and indirect strategies was particularly successful in promoting language learning. They also noted that the use of indirect strategies was particularly helpful for engaging and motivating students. The findings of these studies suggest that there are differences in the language learning strategies used by learners and teachers. Learners tend to use more social and affective strategies, while teachers focus more on cognitive and metacognitive strategies. However, both groups use a range of strategies, indicating the importance of a diverse range of approaches to enhance language learning outcomes.

The research revealed that English language teaching for middle school students employed both direct and indirect strategies. The former were typically used in grammar-focused language teaching approaches, while the latter were used in communicative language teaching methods. Educators indicated that they utilized a combination of both strategies depending on their students' needs and skills.

The study findings simply that employing both direct and indirect strategies can be effective when teaching English to middle school students. Teachers must adapt their strategies based on their students' individual needs and abilities, and the classroom setting can also influence the selection of direct or indirect strategies. Ultimately, effectively combining direct and indirect strategies can lead to better language learning outcomes for middle school students.

Conclusion

Research has shown that the use of language learning strategies by learners and language teaching strategies by teachers can greatly enhance the language learning process. Direct teaching strategies can provide a structured and systematic approach to teaching grammar rules and language structures, while indirect teaching strategies can provide opportunities for students to practice and apply these rules in meaningful contexts. By using both strategies, teachers can create a well-rounded and effective language learning environment for middle school students. By focusing on communication and real-life situations, learners can acquire language skills that are more relevant to their lives, and teachers can create more effective language learning environments.

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DISCUSSION AS A TOOL OF THE INTELLECTUAL AND MORAL DEVELOPMENT

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In recent decades, orientation towards a type of training that stimulates the intellectual and moral development of the student's personality, activates his potential, forms of critical thinking, the ability to conduct a discussion, argumentatively defend his point of view and respectfully treat another opinion has become increasingly widespread. Personal-activity and communicative approaches correspond to this type of training. At the same time, an important goal is to develop the ability to use a foreign language as a communication tool within the framework of a dialogue cultures and civilizations of the modern world. This goal presupposes the possession of communicative and socio-cultural competencies - preparation for intercultural communication in socially significant situations, the use of a foreign language as a means of self-education and as an instrument of individual and personal penetration into the cultures of other peoples. [1, p. 230]

Teaching a foreign language as a means of inter-cultural communication acquires a special relevance in modern methodology. There has been a significant increasing interest in active methods of group training. This is due to the fact that group training or team training has a number of advantages over individual ones: it develops a culture of collective interaction, that teaches to formulate thoughts competently, not to be afraid to ask questions and answer them, speak publicly, as well as overcome stereotypes, be able to distribute responsibilities in a code, make the right decision in situations such as deficit of information and time.

These discussions require relaxed atmosphere and help students communicate in a foreign language without excitement. Such simple communication removes psychological fear and strain.

Three methods of teacher - student interaction have developed and become widespread in education:

- 1. passive methods,**
- 2. active methods,**
- 3. interactive methods** [2, p.270].

Let's consider the most productive methods - interactive, which are being used by more and more teachers today. One of the most effective interactive teaching methods is educational discussion. A discussion is a public discussion or a free verbal exchange of knowledge, judgments, ideas, opinions about a controversial issue or problem. Educational discussion in foreign language classes at a non-linguistic university is a method of active socio-pedagogical training based on based on the principle of subjectivity and aimed at activating the communicative activity of participants in the process of solving their educational and professional tasks. It contributes to the formation of students' ability to critically perceive information, highlight the main idea in it and find linguistic means and arguments for its justification and, therefore, facilitates the consolidation of the studied language material, prepares students to use the acquired skills in further professional activities. Despite such obvious advantages of the method of educational discussion, it is rarely used in foreign language classes at a non-linguistic university. Its active use is often hindered by insufficient language training of students. However, the experience of working with non-linguistic students shows that with careful organization and preparedness of all participants, this method can be successfully applied. Firstly, it makes it possible to focus the student's attention not on the