

та основ квантової хімії та хімії ВМС поглиблюють теоретичні уявлення про будову речовин та про взаємозв'язок будови з властивостями, тоді як неорганічний та органічний синтез використовують теоретичні знання як основу їхнього практичного застосування. Тим не менш, завдяки знанню структури вихідних речовин та продуктів здобувачі можуть передбачити способи синтезу або, навпаки, знаючи шлях синтезу та будову вихідних речовин, визначити структуру продуктів.

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ENHANCING STUDENT ENGAGEMENT AND SELF-ASSURANCE IN ORAL COMMUNICATION TASKS

The main goal of teaching and learning English is to enable learners to use English effectively and accurately in communication. Therefore, communicative competence in English is considered the ultimate goal of language learning as well as the golden key to successful integration into society. Learners who speak English well have a better chance to get a better education, get a good job and get promoted.

In this perspective the development of oral communication is of utmost importance. Apat, Sarias & Tomarong (2023) mention that “oral communication is conveying information or ideas by word of mouth in effective and appropriate ways in a given context” [1, p. 46]. It also states that by applying appropriate strategies, educators can promote students’ oral communication skills and reduce their communication anxiety.

Therefore, speaking English in the classroom is one of the goals that foreign language teachers want to achieve. In response to this practical need for language acquisition, extensive research has been conducted in recent years on the affective factors associated with learners’ progress in language acquisition, and in particular with their spoken language.

Addressing students’ lack of confidence in speaking is crucial for teachers, as it directly impacts their learning journey. According to Nety, Wahyuni & Nurhaeni (2020), self-confidence is an attitude and feeling of being confident in one’s abilities, not worrying about one’s behavior, being free to do what one wants, being responsible for one’s actions, being warm and kind in one’s dealings with others, having a drive to excel, and being fully aware of one’s strengths and weaknesses [2].

It goes without saying, that teachers play a pivotal role in identifying and implementing effective strategies to motivate students who struggle with confidence issues. However, this task is not without its challenges, as there are various underlying problems that may manifest differently in each student. The lack of confidence can stem from numerous sources, including fear of judgment, past negative experiences, or comparison with peers. These factors activities, ultimately affecting their overall learning process.

According to Whitaker (1995), it is to be noticed, cared for, valued and affirmed. When teachers dare to teach, that is, when they pay attention and care for the student, the student has the courage to learn. Self-confidence gives students the motivation and energy to be positive about their learning. It also motivates them to learn the target language, enjoy the learning process and experience real communication. Language teaching research has shown that foreign language learners often appear passive and quiet in the language classroom. Therefore, there is an urgent need for EFL teachers to boost their students' confidence so that they can participate more actively in oral activities in the classroom [3].

Taking into consideration the aforementioned information, we identified some ways of enhancing student engagement and self-assurance in oral communication tasks. Among them are the following:

Creating a Supportive Environment. The foundation of promoting confidence and participation lies in establishing a supportive classroom environment. Teachers play a crucial role in nurturing an atmosphere where students feel safe to voice their opinions, ideas, and concerns without the fear of judgment. Encouraging open dialogue, active listening, and respect for diverse viewpoints fosters trust and camaraderie among peers, laying the groundwork for meaningful communication.

Providing Constructive Feedback. Feedback is a powerful tool for growth and improvement. Constructive feedback, delivered thoughtfully and respectfully, offers students valuable insights into their strengths and areas for development. By providing specific, actionable feedback, teachers empower students to refine their speaking skills incrementally. Moreover, encouraging peer feedback cultivates a culture of collaboration and mutual support, where students learn from each other's perspectives.

Offering Opportunities for Practice. Practice makes perfect, and speaking activities are no exception. Providing ample opportunities for students to practice speaking in various contexts – whether through debates, presentations, role-plays, or group discussions – builds their confidence and proficiency over time. Gradually increasing the complexity of tasks challenges students to stretch their abilities, fostering resilience and adaptability in communication.

Encouraging students to self-reflect. Self-reflection is a powerful tool for self-improvement. Encouraging students to reflect on their speaking experiences – identifying strengths, areas for improvement, and strategies for growth – fosters self-awareness and autonomy. Journaling, self-assessment rubrics, and goal-

setting exercises empower students to take ownership of their learning journey, driving continuous improvement in their speaking skills.

In conclusion it is necessary to mention, that the development of oral communication skills is pivotal in English language education, as it not only enhances students' academic performance but also equips them with essential tools for success in various spheres of life. Addressing students' lack of confidence in speaking is a crucial task for educators, and it requires a multifaceted approach that encompasses creating a supportive environment, providing constructive feedback, offering ample practice opportunities, and encouraging self-reflection. By fostering an environment where students feel safe to express themselves, actively listening, and respecting diverse viewpoints, teachers lay the foundation for meaningful communication. Additionally, delivering constructive feedback and encouraging peer collaboration help students refine their speaking skills incrementally. Providing opportunities for practice in diverse contexts challenges students to stretch their abilities and fosters resilience in communication. Furthermore, encouraging self-reflection empowers students to take ownership of their learning journey, driving continuous improvement in their oral communication skills. Ultimately, by addressing students' confidence issues and implementing effective strategies, educators can support them in developing the necessary skills to thrive both academically and beyond, ensuring their successful integration into the global community.

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ENVIRONMENTAL CERTIFICATION AT THE ENTERPRISES OF THE HOSPITALITY INDUSTRY

Certifications in Latin “sertifico” means “confirm” or “testify”. That is, certification is the process during which the conformity of the certification object to the specific requirements of the standard is assessed. Environmental