



**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ПОЛТАВСЬКА ПОЛІТЕХНІКА  
ІМЕНІ ЮРІЯ КОНДРАТЮКА**

**ЗБІРНИК МАТЕРІАЛІВ**

**77-ї НАУКОВОЇ КОНФЕРЕНЦІЇ ПРОФЕСОРІВ,  
ВИКЛАДАЧІВ, НАУКОВИХ ПРАЦІВНИКІВ,  
АСПІРАНТІВ ТА СТУДЕНТІВ УНІВЕРСИТЕТУ**

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## **THE DEVELOPMENT OF STUDENTS' LINGUOCULTURAL COMPETENCE IN ENGLISH LANGUAGE LESSONS THROUGH ADVERTISING TEXTS**

In the contemporary world, characterised by processes of globalisation and the rapid advancement of mass communication, the development of linguocultural competence, as an integral component of foreign language communicative competence, has assumed particular importance. One of the effective means of fostering the linguistic component of this competence is the utilisation of authentic advertising texts and slogans, which encapsulate the linguistic, cultural, and cognitive specificities of native speakers. As culturally marked units, advertising texts reflect the national and cultural peculiarities of a linguoculture and serve as a valuable source of authentic vocabulary, phraseology, and linguistic models. Their integration into the educational process contributes significantly to the formation of students' sociocultural and intercultural competences. It is, therefore, essential to analyse the potential of advertising slogans and texts as a means of developing the verbal component of linguocultural competence in the course of foreign language acquisition.

Within the context of foreign language teaching, linguocultural competence is defined by scholars [1; 2] as the ability of a speaker to function effectively within intercultural communication, taking into consideration the specific features of the linguistic and cultural codes of a particular nation. The verbal component of linguocultural competence entails the ability to perceive, interpret, and appropriately employ authentic language units (such as idioms, phraseological expressions, and stylistically marked constructions) characteristic of the target culture.

The linguistic features of advertising texts are distinguished by imagery, creativity, and the employment of rhetorical devices, as exemplified by the American slogan "Just do it" (Nike), which appeals to notions of individualism, dynamism, and motivation. Advertising materials can be effectively utilised as educational resources owing to their authenticity, informativeness, emotional appeal, and linguistic conciseness. The inclusion of such texts fosters the development of intercultural understanding, linguistic inference skills, vocabulary expansion, and students' communicative abilities. For the effective use of advertising material, it is necessary to consider the age, linguistic proficiency, and cognitive characteristics of the learners. Work with advertising slogans typically involves several stages: pre-text activities (such as activating topic-specific vocabulary and providing a brief cultural background); text-based

activities (including lexical and stylistic analysis of slogans or texts, interpretation of cultural allusions, and comparison with equivalents in the learners' native language); and post-text activities (such as the creation of original slogans, participation in discussions, and engagement in game-based tasks).

In conclusion, the integration of advertising texts into the educational process significantly enhances the development of students' sociocultural and intercultural competences.

*References:*

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## **INTEGRATING COMPUTER GAMES INTO FOREIGN LANGUAGE INSTRUCTION: A TEACHING AID PERSPECTIVE**

Vigorous development of information technology, publicly known as IT, converted it into an essential part of modern society's life posing a logical question regarding its proper application in foreign language teaching and learning.

Courses, systems, games, and teaching patterns are being constantly designed and actively used in Electronic learning (further: E-learning). Methods and results and of their utilization are being regularly studied and analyzed. At all times scientists and teachers are coming up and implementing more advanced means and techniques which can result in significant improvement of the outcomes and a boost of the learning process due to an increase in students' cognitive activity, motivation, and stimulation of their successful work and activities to achieve higher scores.