

Отже, формування умінь презентації англійською мовою майбутніх фахівців сфери туризму передбачає поєднання практичних вправ, рольової гри, використання сучасних технологій та постійне самовдосконалення. Здійснення цих заходів допоможе учням стати впевненими та професійними презентаторами, що відкриє перед ними багато можливостей у сфері туризму та допоможе досягти успіху у їхній професійній діяльності.

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HOW DO WE LEARN LANGUAGES?

Learning is often perceived as a straightforward process of acquiring information, but underlying it is an intricate physiology involving memory formation, neural connections, and the brain's unique capacity to reorganise itself through experience. By exploring the biological and physiological aspects of learning, we gain a profound understanding of how the mind continuously transforms to integrate new information, enabling both conscious and unconscious mastery of knowledge and skills.

The human brain is a vast, interconnected network of neurons, the fundamental cells that facilitate communication and storage within this complex biological machine. Memory formation is an early step in learning, starting with sensory inputs that flow through specialised areas like the entorhinal cortex, that works as a filter for incoming information and hippocampus, where memory starts forming. These regions act as filters, initiating the process by which sensations and facts are organised into meaningful memories. These memories become stabilised in the neocortex, where they contribute to long-term consciousness. This architectural progression from sensory capture to neocortical embedding reveals that learning is not static but evolves through cellular reorganisation [2, p. 17].

The brain's neurons act in response to stimuli, and as they connect through synapses, patterns emerge that represent thoughts and memories. Repetition strengthens these synaptic connections, making it easier to retrieve familiar knowledge. This process serves as an example of the dynamic nature of memory, which is reshaped each time it is recalled. In this way, learning is far from a passive act; it is an active reshaping of neural pathways, where each encounter with information subtly modifies previous memories.

Learning is not confined to childhood, our brains holds an astonishing capacity for reorganisation throughout life. This neural plasticity allows adults to recover lost functions or obtain new skills through persistent training. In this way, structured experience-driven learning continues to shape the brain's structure, supporting skills from language acquisition to complex reasoning [1, p. 121].

Interestingly, the brain also seems predisposed to certain types of learning at specific stages, highlighting "sensitive periods" where exposure to stimuli is most effective. For example, phoneme recognition fades if not reinforced by experience during early development. Targeted instruction and practice continue to alter brain structures, fostering growth in regions linked to the skills being acquired. This phenomenon was explored by Patricia Kuhl [3], and later explained and exemplified in the connection to the brain functions in the book "How People Learn: Brain, Mind, Experience, and School: Expanded Edition (Informal Learning)" [1, p. 121].

Environments play an undeniable role in learning and brain development, as well. Enriched settings, offering sensory variety and social interaction, lead to noticeable changes in brain structure and bolster problem-solving skills. Furthermore, engaging in learning-intensive activities promotes synapse formation in brain areas relevant to the tasks, whereas physical activity alone primarily enhances vascularisation without the same cognitive benefit [1, p. 118–120]. Both social context and sensory engagement influence brain plasticity, particularly in early development but also persisting into adulthood. The role of experience in forming and refining synaptic connections highlights the adaptive quality of our brains, which evolve in response to the complexity and diversity of our interactions with the world.

In recent years, research has provided a detailed understanding of the brain processes involved in language. Specific areas of the brain appear to specialise in distinct language-related tasks, such as processing spoken words, reading, speaking, and generating language internally. However, it remains uncertain whether these distinct patterns in brain organisation for oral, written, and listening abilities require separate training to effectively enhance each skill. If these interrelated language skills indeed rely on independent neural areas, coordinated practice may offer a more effective approach, allowing learners to transition smoothly between speaking, writing, and listening.

The ability to remember, comprehend, and memorise certain information is strongly connected to sleep. Sleep is critical in consolidating learning, and the evidence suggests that each phase of sleep serves unique purposes in solidifying memory [2, p. 210–211]. Rapid Eye Movement (REM) sleep aids in pattern recognition and creative problem-solving, enabling the mind to weave associations and recognise

complex relationships that might remain unnoticed during waking hours. Experiments demonstrate that individuals who sleep shortly after learning retain and comprehend information better than those who remain awake, with improvements in retention ranging between 10 to 30%. While stages of slow-wave sleep (deep sleep), are essential for consolidating factual knowledge, such as vocabulary and formulas, solidifying these elements within the cerebral cortex. These stages, also linked with emotional processing, suggest that sleep may help the brain dissociate facts from their emotional context, aiding memory to retain knowledge without the original stress of its acquisition.

Learning is both a physiological and experiential journey. Through repeated neural activation, consolidated by sleep and enriched by interaction with varied environments, the brain adapts to the demands placed upon it. This adaptation is not simply a biological response but a profound reshaping of cognitive frameworks that enables humans to thrive in ever-changing conditions. Learning is about fostering a flexible, continuously evolving mind, capable of reshaping itself to understand and interpret the world anew.

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USING THE PROJECT METHOD TO DEVELOP SPOKEN PRODUCTION OF THE 10TH FORM STUDENTS

The project method is an effective way to develop the speaking competence of high school students. The use of project work helps to improve students' speaking skills, as well as to develop critical thinking, creativity and learning autonomy [2, p. 21; 3, p. 6–8]. This method helps create an authentic language environment where students can actively use lexical and grammatical structures within the topics corresponding to the syllabus. The study aims to determine the effectiveness of using the project method in teaching speaking to grade 10 students in Ukrainian general secondary institutions.

The main task of teaching spoken production is to improve foreign language communication skills. Improving these skills makes it possible to independently solve communicative and cognitive tasks, including the ability to express personal attitudes to the information, facts and events perceived. In other words, in the process of