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**USE OF FLIPPED CLASSROOM APPROACH TO TEACHING ENGLISH
AS A FOREIGN LANGUAGE**

The flipped learning approach has received considerable attention from researchers and practitioners. Recent research suggests this method is effectively used in teaching English as a foreign language [1; 2; 4; 6; 7]. At the West Ukrainian National University, this approach is applied in the context of Business English elective courses for fourth-year international relations, social communications, and regional studies students. The elements of the flipped classroom approach are applied to develop students' communicative skills, which requires students to study a considerable part of course materials outside of class and use this knowledge during classroom activities.

Brewer and Movahedazarhouligh [3] posit that the flipped classroom approach encourages students to explore materials and gain further knowledge outside the classroom. Given that most assignments need thorough preparation at home, students can have more time to apply their new knowledge in the classroom, which allows for more effective interaction with their instructor and group mates to develop and demonstrate practical skills. Solimana's research [5] reinforces this conclusion by indicating that a flipped classroom helps increase students' performance and active participation in class activities and improves teacher-student interaction.

The flipped classroom models constitute a flexible learning environment that promotes active learning activities and enables students to take responsibility for their education. As a result, the flipped classroom model is an effective educational process as it allows students to learn new skills, change their learning approach and habits, and acquire knowledge more efficiently.

In order to effectively implement a flipped learning approach in teaching business English, it is essential to address issues that include the effective organization of independent work for students using modern pedagogical techniques. At the same time, language instructors need sufficient time to develop such techniques, and there is a need for more methodological support in introducing modern teaching technologies. By addressing these issues, we can facilitate the successful implementation of these innovative teaching methods.

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ЛІНГВОКОНЦЕПТУАЛЬНА ІДЕНТИФІКАЦІЯ УКРАЇНИ В АНГЛОМОВНОМУ МЕДІАПРОСТОРИ

В світлі повномасштабної воєнної агресії Росії в Україні тема України стала однією з найобговорюваніших у світових ЗМІ, зокрема англомовних. Саме тому актуальним є дослідити, як саме ідентифікується Україна у сучасній англомовній концептосфері.

Аналіз Інтернет публікацій останніх двох років показує, що найчастіше образ України репрезентується через концепти, пов'язані з тематикою війни, що є зрозумілим. Можна сказати, що концепти WAR та WEAPON та їх мовні репрезентанти є ключовими при розкритті будь-якої теми, навіть тієї, що не пов'язана напряму з питанням військових дій, наприклад, українська культура, біженці чи економічні проблеми в Україні.