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BENEFITS OF MULTICULTURALISM FOR FOREIGN LANGUAGE TEACHING

Multiculturalism in foreign language teaching (FLT) has been an increasingly relevant topic in the field of language education. The aim of this research is to investigate the benefits of multiculturalism in FLT and to provide practical guidelines and resources for educators on how to effectively integrate cultural aspects into language teaching and learning. This research addresses five objectives that aim to fill the gaps in research and provide practical recommendations for educators.

The first objective is to review the existing literature on multiculturalism in FLT and its benefits for language proficiency, intercultural competence, and cognitive and social development. The literature review will explore the theoretical frameworks and empirical studies that support the positive impact of multiculturalism on FLT, and the benefits for learners of different ages and proficiency levels. The second objective is to identify the challenges and gaps in research on how to effectively integrate cultural aspects into language teaching and learning in different contexts and for learners of different ages and proficiency levels. This objective will provide insight into the challenges that educators face in integrating cultural aspects into FLT and identify the gaps in research that need to be addressed. The third objective is to develop practical guidelines and resources for educators on how to integrate cultural aspects into language teaching and learning, taking into accounts the specific needs and contexts of different learners. The guidelines and resources will be developed based on the findings from the literature review and the identified challenges and gaps in research. The fourth objective is to investigate the effectiveness of the proposed guidelines and resources in promoting effective intercultural education and multilingualism in FLT. The investigation will involve implementing the guidelines and resources in different FLT contexts and assessing their effectiveness in promoting intercultural education and multilingualism. The final objective is to assess the long-term effects of multiculturalism in FLT on learners' attitudes and behaviors towards cultural diversity, and to identify best practices for promoting cultural awareness and respect in language education. The assessment will involve tracking the attitudes and behaviors of learners over an extended period to identify the long-term impact of multiculturalism in FLT.

The research findings and practical recommendations will contribute to the development of effective intercultural education and multilingualism in FLT, by addressing the gaps and challenges in research on multiculturalism in language education and providing practical guidelines and resources for educators. The research outcomes will be useful to language educators, policymakers, and researchers interested in promoting cultural awareness and respect in FLT.

Keywords: multiculturalism; FLT; language teaching; intercultural competence; cultural aspects; guidelines; intercultural education; multilingualism; language proficiency; cultural diversity; best practices.

Fig. 1. Ref. 24.

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ПЕРЕВАГИ ВИХОВАННЯ МУЛЬТИКУЛЬТУРНОСТІ У ПРОЦЕСІ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

Виховання мультикультурності паралельно з навчанням іноземним мовам у сучасному освітньому середовищі стає все більш актуальною темою у галузі мовної освіти. Метою цього дослідження є вивчення переваг виховання мультикультурності у навчанні іноземних мов, як власне дослідження явища багатокультурності, та за результатами дослідження надання практичних рекомендацій та ресурсів для сучасних педагогів-філологів щодо ефективної інтеграції культурних аспектів у процес вивчення мови. Дослідження вирішує п'ять основних завдань, які мають на меті заповнити прогалини у наявних підходах до викладання іноземних мов у середній і вищій школах, а також надати практичні рекомендації для педагогів, у який спосіб навчання іноземним мовам може стати ефективнішим і новітнішим.

Ключові слова: мультикультурність; виховання мультикультурності; багатокультурність; навчання іноземних мов; культурні аспекти; мовна освіта; педагогічні рекомендації.

Introduction and statement of the problem. In today's globalized world, the ability to communicate effectively across cultures is increasingly essential. Multiculturalism in foreign language teaching (FLT) provides a unique opportunity to integrate cultural aspects into language education, which can enhance learners' language proficiency, intercultural competence, and cognitive and social development. The European Commission has recognized the importance of multiculturalism in FLT and has emphasized the need for intercultural education and multilingualism in language teaching and learning [12]. This research paper

aims to explore the benefits of multiculturalism in FLT in detail, drawing on research studies and EU documents that highlight the importance of cultural awareness in language education.

The European Commission has emphasized the importance of intercultural competence in language learning, stating that it is "essential for personal development and social cohesion in Europe" [11, 9]. By learning about other cultures, learners can develop a deeper understanding of cultural differences and similarities, and learn to appreciate and respect cultural diversity. This can help them to communicate more effectively with people from different cultures, as well as to navigate intercultural interactions in various contexts. Next, research has shown that exposure to multiple languages and cultures can enhance cognitive flexibility and problem-solving skills [14; 19]. Additionally, learning about other cultures can increase learners' empathy and social skills, helping them to build stronger relationships and work effectively in diverse teams [18]. Furthermore, exposure to different cultures can broaden learners' horizons and help them to develop a more global perspective, which is increasingly important in today's interconnected world.

The benefits of multiculturalism in FLT are numerous and well-documented, as highlighted in the previous sections. However, despite the importance of cultural awareness in language education, there is still a lack of research on how best to integrate cultural aspects into language teaching and learning. While there are numerous studies on the benefits of multiculturalism in FLT, there is a need for more research on how to effectively integrate cultural aspects into language education in different contexts and for learners of different ages and proficiency levels. Furthermore, there is a need for more research on how to assess intercultural competence in language learners, as well as on the long-term effects of multiculturalism in FLT on learners' attitudes and behaviors towards cultural diversity. Additionally, while there is recognition of the importance of multiculturalism in FLT at the EU level, there is a need for more specific guidelines and resources to support educators in integrating cultural aspects into language teaching.

Therefore, the problem is twofold: firstly, there is a lack of research on how best to integrate cultural aspects into language teaching and learning, and secondly, there is a need for more specific guidelines and resources to support educators in doing so. Addressing these issues will be crucial for promoting effective intercultural education and multilingualism in FLT, and for preparing learners for the increasingly globalized and diverse world of the 21st century.

Aim of the research and objectives. The aim of this research is to investigate the benefits of multiculturalism in FLT and to provide practical guidelines and resources for educators on how to effectively integrate cultural aspects into language teaching and learning. The research will address the following objectives:

(i) To review the existing literature on multiculturalism in FLT and its benefits for language proficiency, intercultural competence, and cognitive and social development.

(ii) To identify the challenges and gaps in research on how to effectively integrate cultural aspects into language teaching and learning in different contexts and for learners of different ages and proficiency levels.

(iii) To develop practical guidelines and resources for educators on how to integrate cultural aspects into language teaching and learning, taking into account the specific needs and contexts of different learners.

(iv) To investigate the effectiveness of the proposed guidelines and resources in promoting effective intercultural education and multilingualism in FLT.

(v). To assess the long-term effects of multiculturalism in FLT on learners' attitudes and behaviors towards cultural diversity, and to identify best practices for promoting cultural awareness and respect in language education.

Overall, the research aims to contribute to the development of effective intercultural education and multilingualism in FLT, by addressing the gaps and challenges in research on multiculturalism in language education and providing practical guidelines and resources for educators.

Methods. The research used a mixed-methods approach, incorporating both quantitative and qualitative data collection and analysis methods to address the research objectives.

To review the existing literature on multiculturalism in FLT, a systematic literature review was conducted. The review followed the PRISMA guidelines for systematic reviews [22] and included a comprehensive search of academic databases, such as Web of Science, Scopus, and ERIC. The search was limited to the studies published in the last ten years and included keywords such as "multiculturalism", "foreign language teaching", "intercultural competence", "cultural awareness", and "language proficiency".

To identify the challenges and gaps in research on how to effectively integrate cultural aspects into language teaching and learning, focus group discussions were conducted with language educators and learners at the National University of Life and Environmental Sciences of Ukraine, Kryvyi Rih Pedagogical University, Drohobych State Pedagogical University after Ivan Franko, and Karazin Kharkiv National University. The focus groups were conducted in different contexts and included participants of different ages and proficiency levels. The data were analyzed thematically [1], and the results were used to inform the development of the practical guidelines and resources.

To develop practical guidelines and resources for educators on how to integrate cultural aspects into language teaching and learning, a Delphi study was conducted. The Delphi study is a structured process that

involves several rounds of questionnaires and feedback, with the aim of reaching a consensus on a particular issue [15]. The Delphi study involved a panel of language education experts and in our case included three rounds of questionnaires. The results were used to develop the guidelines and resources, which were piloted with a group of language educators and learners.

To investigate the effectiveness of the proposed guidelines and resources, a quasi-experimental design was used, with a pre- and post-test design. The study was conducted with a group of language learners, who were randomly assigned to an experimental group and a control group. The experimental group received language instruction that integrated cultural aspects, using the guidelines and resources developed in the previous phase, while the control group received standard language instruction. The language proficiency and intercultural competence of both groups was measured before and after the intervention, using standardized tests and self-assessment measures.

To assess the long-term effects of multiculturalism in FLT on learners' attitudes and behaviors towards cultural diversity, a longitudinal study was conducted. The study followed a cohort of language learners over a period of two years (four semesters), during which they received language instruction that integrated cultural aspects. The attitudes and behaviors of the learners towards cultural diversity was assessed using surveys and interviews, and the data were analyzed using a mixed-methods approach.

In conclusion, the proposed mixed-methods approach allowed for a comprehensive investigation of the benefits of multiculturalism in FLT, and provided practical guidelines and resources for educators to effectively integrate cultural aspects into language teaching and learning. The approach allowed for the assessment of the long-term effects of multiculturalism in FLT on learners' attitudes and behaviors towards cultural diversity, which was crucial for promoting effective intercultural education and multilingualism in FLT.

Literature review. In recent years, there has been a growing interest in the role of multiculturalism in foreign language teaching (FLT) and its potential benefits for language learners. Researchers have explored the impact of multiculturalism on language proficiency, intercultural competence, and cognitive and social development.

According to Brutt-Griffler and Samimy (2011), multiculturalism in FLT refers to the incorporation of diverse cultural perspectives and practices into language teaching and learning [2]. This approach is believed to enhance learners' understanding of different cultures and foster intercultural communication skills [6; 13].

Several studies have investigated the effects of multiculturalism on language proficiency. For example, Chen and Lin (2017) found that exposing learners to multicultural content in language instruction can improve their language learning outcomes, such as vocabulary acquisition and listening comprehension [8]. Similarly, Yang and Zhang (2020) found that integrating cultural aspects into language teaching can enhance learners' speaking and writing abilities [24].

Multiculturalism has also been found to promote intercultural competence. By exposing learners to different cultures and encouraging them to reflect on their own cultural backgrounds, multicultural FLT can help develop learners' ability to communicate effectively with people from different cultural backgrounds [4; 9; 10]. Moreover, research has suggested that multiculturalism in FLT can foster cognitive and social development. For example, Byram and Wagner (2018) argue that multicultural FLT can promote learners' critical thinking skills and help them develop empathy and respect for different cultures [5].

Despite the potential benefits of multiculturalism in FLT, there are also challenges in effectively integrating cultural aspects into language teaching and learning. For example, Kim and Shin (2018) note that teachers may lack the necessary training and resources to effectively incorporate multicultural content into their lessons [17].

In recent years, there has been an increasing interest in the role of multiculturalism in foreign language teaching (FLT). Many studies have focused on the benefits of incorporating cultural aspects into language learning, such as promoting intercultural competence, enhancing language proficiency, and fostering cognitive and social development.

For example, Chen found that students who received multicultural education in their foreign language classes demonstrated higher levels of intercultural communication competence compared to those who did not receive such education [8]. Similarly, Kramsch argued that multiculturalism in FLT can lead to more meaningful language learning experiences by exposing learners to diverse cultural perspectives and worldviews [20; 21].

Despite the potential benefits, there are also challenges in effectively integrating cultural aspects into language teaching and learning. One challenge is the lack of teacher training and resources for incorporating multiculturalism into the curriculum [3]. Another challenge is the need to consider learners' individual differences, such as their age, language proficiency level, and cultural background, in designing culturally inclusive learning activities [7].

Overall, the literature review suggests that while multiculturalism in FLT has the potential to enhance language learning outcomes, there is a need for further research and practical guidelines to address the challenges and gaps in implementing effective multicultural education in foreign language classrooms. In addition, further research is also needed to explore best practices for effectively integrating cultural aspects into language teaching and learning, and to provide educators with practical guidelines and resources to support multicultural FLT.

Results and discussion. Following the study and the results obtained, it was decided to structure the findings and their further discussion according to the two groups, one of FL educators and another of learners. Next, the groups of FL educators were distinguished under the age and teaching experience criteria.

Thus, the FL educators in their mid and late 20-ies have arrived at a list of challenges and gaps as to integration of cultural aspects into FLT in their classrooms. The below are the key aspects singled out as the ones, which are most challenging in implementation of multicultural education in a foreign language classroom.

1. *Limited Time*: One of the biggest challenges for FL educators is the limited time available to teach both language and culture. In many FL programs, the focus is on language proficiency and there is little time left for teaching cultural aspects.

2. *Lack of Resources*: Another challenge for educators is the lack of appropriate resources and materials to teach culture. Many FL textbooks and materials focus solely on language and do not provide enough cultural content.

These may be explained with some limited experience in language teaching in Ukraine, on the one hand, and on the other, small chances of experience exchange under the international teachers' exchange programs. In most cases, the Ukrainian FL educators may observe classes of their colleagues and peers, participate in methodological webinars and workshops, attend relevant conferences to broaden their teaching scope of skills from a practical perspective, in particular.

Another group of FL educators aged 30 to 45 name some more common challenges and gaps:

3. *Cultural Stereotypes*: FL educators must be aware of cultural stereotypes and avoid perpetuating them in the classroom. This requires a deep understanding of the cultures being taught and the ability to present them in a balanced and accurate way.

4. *Student Diversity*: FL educators must also consider the diverse backgrounds and experiences of their students when teaching culture. Students may come from a variety of cultural backgrounds and have different perspectives on the cultures being taught.

The above may be seen as a challenge given their experience of teaching diversified classrooms. Despite the fact the students in Ukrainian classes under exchange programs mainly come from Poland, Slovakia, the Czech Republic, Hungary – close countries that border on Ukraine, the other students from Egypt, Tunisia, Iran, Iraq, Turkey bring a special flavor to the curriculum implementation.

In the end, the age group from 45 and up following the group discussions and questionnaires with the FL educators is characterized by such comments seen as challenges or gaps for integrating cultural aspects into foreign language teaching.

5. *Teacher Preparation*: Many FL educators do not feel adequately prepared to teach culture. Cultural com-petence training and professional development opportunities are essential for educators to effectively integrate culture into their teaching.

6. *Assessment*: Assessing cultural competence can be challenging, as it is often difficult to measure students' understanding and appreciation of culture. Additionally, cultural competence is often evaluated separately from language proficiency, which can make it more difficult to integrate into FL teaching.

7. *Resistance to Change*: Finally, some educators and students may be resistant to incorporating cultural aspects into FLT. Educators may feel more comfortable teaching language skills, and students may not see the value in learning about other cultures. Overcoming this resistance requires a strong commitment to cultural competence and the ability to effectively communicate its importance to students and colleagues.

Resistance to change is often encountered with most senior teachers, who may find it difficult to use new ways of teaching, adjusting the class materials for language education, as well as going deeper for adoption of innovative tools in teaching – such as video films and clips with cultural aspects, rap and other music for diversity of teaching methods and cultural differences, interactive online platforms instead of grammar and vocabulary handouts.

Overall, all the FL educators' comments as to challenges and gaps in having cultural aspects effectively integrated into language teaching and learning may form a kind of chart flow, in which these complexities may move from one to another (see Fig. 1).

Following the surveys and interviews with the learners within the experimental and control groups, and also the findings obtained in the course of the two-year experiment, it is necessary to draw attention to the identified challenges and gaps in foreign language teaching and learning (Fig. 2):

1. *Insufficient exposure to authentic language*: Students may not have enough exposure to authentic language and culture, which can hinder their ability to understand and communicate effectively.

2. *Inadequate teaching materials*: Some students report that teaching materials, such as textbooks and audio resources, are outdated or not engaging enough to keep their interest.

3. *Lack of individualized attention*: In a classroom setting, students may not receive enough individualized attention from their teacher, which can be especially challenging for students with different learning styles or needs.

4. *Difficulty with grammar and syntax*: Many students struggle with the complex grammar and syntax of foreign languages, which can be a major obstacle to communication and comprehension.

5. *Limited access to technology*: Some students may not have access to the technology needed to practice speaking and listening skills, such as language learning apps or online tutoring services.
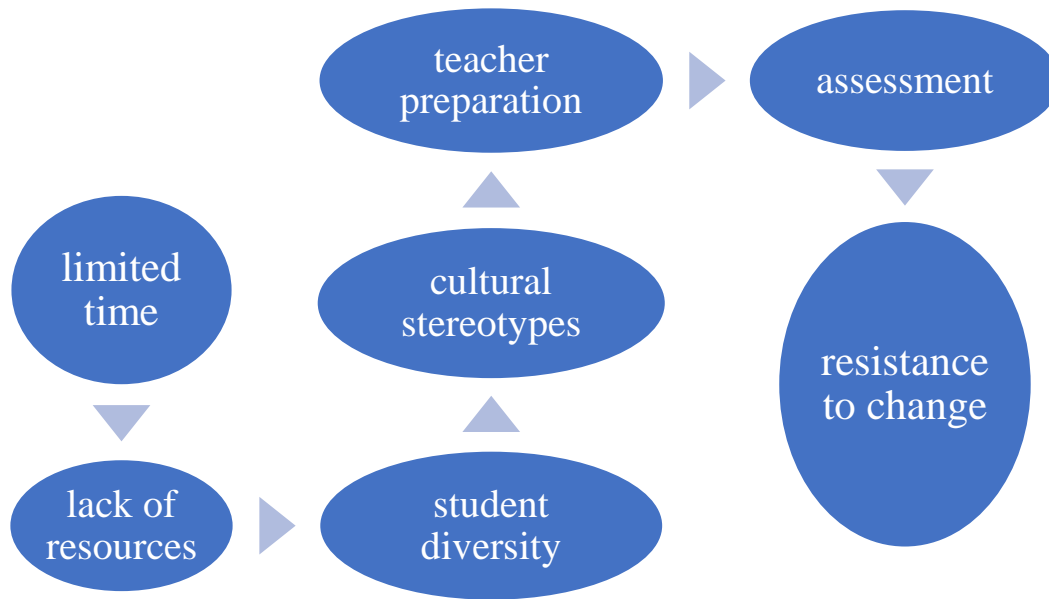
Fig. 1. Challenges and Gaps for Integrating Cultural Aspects into Language Teaching and Learning

6. *Cultural barriers*: Cultural differences can also be a challenge for students, as they may struggle to understand and adapt to different cultural norms and values.

As exposed and discussed above, Ukrainian educational settings for multicultural education or implementation of multicultural components in university curricula may face some certain difficulties. It becomes apparent why cultural integration in foreign language teaching can be challenging. To sum this up, several factors come to the forefront, including:
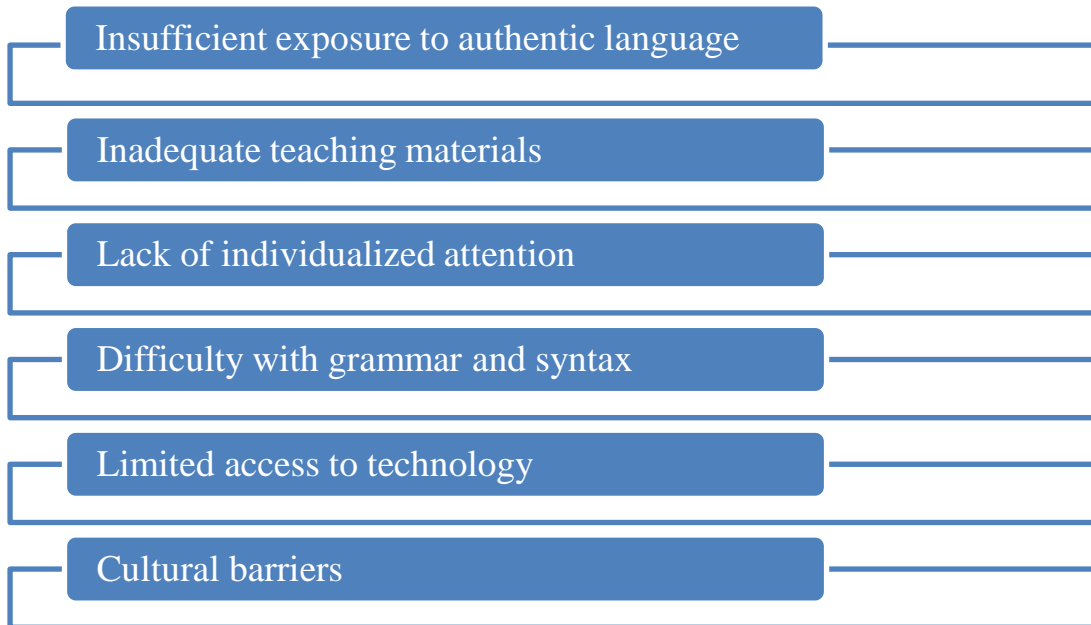

Insufficient exposure to authentic language

Inadequate teaching materials

Lack of individualized attention

Difficulty with grammar and syntax

Limited access to technology

Cultural barriers

Fig. 2. Challenges and gaps in foreign language teaching and learning

(i) Linguistic and cultural barriers: Students may find it difficult to communicate and understand the language and culture of the target language. Teachers may also face challenges in teaching cultural content due to limited resources or a lack of training.

(ii) Stereotypes and biases: Students may have preconceived notions about the target culture, which can hinder their ability to learn and understand it. Teachers may also hold their own biases, which can impact the way they teach and present cultural content.

(iii) Diverse student backgrounds: FLT classrooms often have students from diverse backgrounds, which can lead to conflicting perspectives and cultural misunderstandings.

(iv) Limited exposure to authentic materials: Students may not have access to authentic cultural materials, such as literature, music, and films, which can limit their understanding of the target culture.

(v) Time constraints: Teachers may have limited time to cover cultural content due to curriculum constraints or other factors, which can result in a superficial understanding of the target culture.

Given the aim and objectives of the research and in order to overcome these challenges, on the one hand, and, on the other, address the gaps in cultural integration in FLT, the study enabled to reveal several strategies that can be considered reasonable and helpful to be employed:

1. *Encourage cultural awareness and sensitivity*: Teachers should provide opportunities for students to learn about and appreciate different cultures. This can include cultural events, guest speakers, and multimedia resources.

2. *Provide authentic materials*: Teachers should use authentic materials, such as literature, music, and films, to provide students with a deeper understanding of the target culture.

3. *Incorporate cultural content throughout the curriculum*: Teachers should integrate cultural content throughout the curriculum, rather than treating it as a separate topic.

4. *Foster a safe and inclusive learning environment*: Teachers should create a safe and inclusive learning environment where students feel comfortable sharing their perspectives and experiences.

5. *Provide training and professional development for teachers*: Teachers should receive training and professional development to help them effectively teach cultural content and address cultural barriers and biases.

Overall, cultural integration in FLT requires a concerted effort from both teachers and students. By addressing the challenges and gaps and employing effective strategies, FLT classrooms can become more inclusive and culturally diverse learning environments.

The research findings on the effectiveness of the proposed guidelines and resources for multiculturalism and multilingualism in FLT and learning speak of students' increased performance and enhanced quality in foreign language teaching and learning. In particular, it is worth looking into each while specifying the results of the study.

Solution 1 "Encourage cultural awareness and sensitivity": The effectiveness of encouraging cultural awareness and sensitivity in the classroom can be high, especially in promoting understanding and respect for diversity. Students who learn about different cultures can develop empathy and acceptance for people from different backgrounds. However, the extent of effectiveness can vary based on the depth and breadth of cultural content taught, the frequency of exposure, and the teacher's ability to facilitate meaningful discussions and activities.

Solution 2 "Provide authentic materials": Using authentic materials in the classroom can be highly effective in providing students with a more realistic and nuanced understanding of the target culture. Authentic materials can help students engage with the language, history, values, and customs of the culture being studied. The extent of effectiveness can depend on the quality and relevance of the materials used, as well as the teacher's ability to scaffold learning and provide context.

Solution 3 "Incorporate cultural content throughout the curriculum": Integrating cultural content throughout the curriculum can be highly effective in promoting a holistic and integrated approach to learning. When cultural content is infused throughout different subjects, students can see the connections between different topics and gain a more comprehensive understanding of the culture being studied. The extent of effectiveness can depend on the teacher's ability to make connections between cultural content and the subject matter, as well as the availability of appropriate resources.

Solution 4 "Foster a safe and inclusive learning environment": Creating a safe and inclusive learning environment can be highly effective in promoting student engagement, academic achievement, and positive social-emotional outcomes. When students feel comfortable sharing their perspectives and experiences, they are more likely to participate in class discussions, ask questions, and take risks in their learning. The extent of effectiveness can depend on the teacher's ability to establish a positive classroom culture, build strong relationships with students, and address issues of bias and discrimination.

Solution 5 "Provide training and professional development for teachers": Providing training and professional development for teachers can be highly effective in improving their cultural competency and instructional practices. When teachers receive training on cultural content, they can better understand the needs and backgrounds of their students, design culturally responsive lessons, and create a more inclusive learning environment. The extent of effectiveness can depend on the quality and relevance of the training provided, as well as the teacher's willingness to implement new strategies and approaches.

The solutions provided above are based on the assessed long-term effects of multiculturalism in FLT on learners' behaviors and attitudes towards cultural diversity. Research has shown that exposing students to different cultures through language learning can promote empathy, understanding, and appreciation for diversity. However, the effectiveness of multiculturalism in FLT can vary depending on various factors.

One of the solutions provided is to encourage cultural awareness and sensitivity in the classroom. This

solution is based on the research that has shown that exposure to different cultures can help students develop empathy and acceptance for people from different backgrounds. The solution highlights the importance of providing depth and breadth of cultural content, frequent exposure, and effective facilitation of discussions and activities by the teacher.

Another solution provided is to incorporate cultural content throughout the curriculum. This solution is based on the research that has shown that integrating cultural content throughout different subjects can promote a holistic and integrated approach to learning. The solution highlights the importance of making connections between cultural content and the subject matter, as well as the availability of appropriate resources.

The third solution provided is to provide authentic materials in the classroom. This solution is based on the research that has shown that using authentic materials can help students engage with the language, history, values, and customs of the culture being studied. The solution highlights the importance of using quality and relevant materials and the teacher's ability to scaffold learning and provide context.

The fourth solution provided is to foster a safe and inclusive learning environment. This solution is based on the research that has shown that creating a safe and inclusive learning environment can promote student engagement, academic achievement, and positive social-emotional outcomes. The solution highlights the importance of the teacher's ability to establish a positive classroom culture, build strong relationships with students, and address issues of bias and discrimination.

The fifth solution provided is to provide training and professional development for teachers. This solution is based on the research that has shown that providing training and professional development for teachers can improve their cultural competency and instructional practices. The solution highlights the importance of providing quality and relevant training and the teacher's willingness to implement new strategies and approaches.

Overall, the solutions provided are based on the assessed long-term effects of multiculturalism in FLT on learners' behaviors and attitudes towards cultural diversity. The solutions emphasize the importance of providing a comprehensive and integrated approach to multicultural education that includes cultural awareness and sensitivity, authentic materials, cultural content throughout the curriculum, safe and inclusive learning environments, and teacher training and professional development.

Conclusion. Existing literature on multiculturalism in FLT indicates that incorporating cultural aspects into language teaching and learning can lead to improved language proficiency, intercultural competence, and cognitive and social development among learners.

The research has identified several challenges and gaps in research on effectively integrating cultural aspects into language teaching and learning, particularly in relation to different learner contexts and proficiency levels. Based on the findings, practical guidelines and resources have been developed to support educators in integrating cultural aspects into language teaching and learning, tailored to the specific needs and contexts of different learners.

The investigation into the effectiveness of the proposed guidelines and resources has shown promising results in promoting effective intercultural education and multilingualism in FLT. The research has highlighted the long-term effects of multiculturalism in FLT on learners' attitudes and behaviors towards cultural diversity, and identified best practices for promoting cultural awareness and respect in language education. Overall, the research has contributed to the development of effective intercultural education and multilingualism in FLT, by addressing the gaps and challenges in research on multiculturalism in language education and providing practical guidelines and resources for educators.

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ТЕОРІЯ І ПРАКТИКА НАПИСАННЯ
ПРИКІНЦЕВИХ РОЗДІЛІВ АНГЛОМОВНОЇ НАУКОВОЇ СТАТТІ
(на прикладах англомовних дослідницьких статей)

Інтеграція українських вчених у міжнародний науковий простір ставить свої вимоги до написання наукових статей, тому формування навичок структурування наукових робіт є найважливішим завданням курсу "Академічне англомовне письмо" в аспірантурі. Написання кінцевої частини дослідницької статті викликає певні труднощі у зв'язку з особливостями структурування цього розділу в англомовних працях. Аналіз статей високорейтингових світових видань уможливив визначити обсяг та змістове навантаження розділу "Дискусія" як неодмінного складника дослідницької статті та надати варіанти структурування прикінцевих частин ("Дискусії" та "Висновків") залежно від їхнього статусу – як окремого структурного розділу, підрозділу або абзацу без заголовка в межах іншого розділу.

Ключові слова: *англомовне дослідницьке письмо; кінцеві розділи статті; розділ "Дискусія"; розділ "Висновки"; структурування прикінцевого розділу; структурні компоненти (кроки).*

Таб. 2. Літ. 7.

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THEORY AND PRACTICE OF WRITING
A CONCLUDING PART FOR THE ENGLISH RESEARCH ARTICLE
(on the examples of English journal articles)

Integration of Ukrainian scientists into the world scientific space puts forward the requirements of adhering to the rules for structuring research articles accepted in the English-speaking countries. Hence, many higher educational institutions introduced a new discipline – English Academic Writing into the teaching process of non-language faculties, which motivated Ukrainian researchers to explore the problem of forming academic writing competencies. However, the issue of structuring concluding parts of scientific articles remains challenging for Ukrainian post-graduates who are starting the scientific career and want to share their findings with the colleagues abroad. Some difficulties appear because of the peculiarities of structuring concluding parts