



НАУЧНАЯ АРТЕЛЬ
АКАДЕМИЧЕСКОЕ ИЗДАТЕЛЬСТВО

16+

ISSN (p) 2411-7161

ISSN (e) 2712-9500

№ 6/2025

**НАУЧНЫЙ ЖУРНАЛ
«IN SITU»**

Москва
2025

НАУЧНЫЙ ЖУРНАЛ «IN SITU»

Учредитель:
Общество с ограниченной ответственностью «Издательство
«Научная артель»

ISSN (p) 2411-7161
ISSN (e) 2712-9500

Периодичность: 1 раз в месяц

Журнал размещается в Научной электронной библиотеке
elibrary.ru по договору №511-08/2015 от 06.08.2015

Журнал размещен в международном каталоге
периодических изданий Ulrich's Periodicals Directory.

Верстка: Мартиросян О.В.
Редактор/корректор: Мартиросян Г.В.

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Подписано в печать 27.06.2025 г.
Формат 60х90/8
Усл. печ. л. 11.70
Тираж 500.

Отпечатано
в редакционно-издательском отделе академического издательства
«Научная артель»
<https://sciartel.ru>
info@sciartel.ru
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The relatively invariant morphological form of “az/аз” contrasts with the lexical diversity of the English prepositional system. While English prepositions do not inflect, English offers a broader array of prepositional phrases, permitting more fine-grained distinctions in meaning.

5. Conclusion

This comparative analysis has elucidated the morphological peculiarities and semantic functions of the Tajik preposition “az/аз” and its English equivalents. The study has demonstrated that while “az/аз” aligns closely with “from” in certain contexts, its broader application necessitates the use of “than” and “by” in other constructions.

This research enhances our understanding of Tajik-English linguistic typology and provides valuable insights for translation and language learning. By highlighting the subtleties in prepositional usage, it aims to assist language learners and translators in avoiding common errors and achieving more accurate and natural communication. Future research could investigate the historical evolution of “аз/Аз” and its semantic expansion over time.

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PRACTICAL METHODS OF TEACHING BRITISH STUDIES TO FOREIGN LANGUAGE STUDENTS

Abstract

The article explores effective methods for teaching British Studies to foreign language students, aiming to enhance both cultural knowledge and language proficiency. It outlines four main teaching approaches: lecture-centered teaching, the flipped classroom model, task-based learning, and the use of multimedia resources. Lecture-based instruction offers essential background information and historical context, while

flipped classrooms promote student autonomy and active engagement with materials provided before class. Task-based activities - such as group presentations, summarising tasks, and compare-and-contrast exercises – are applied to encourage students' collaboration, critical thinking, and meaningful language use. The integration of digital tools further enriches learning by providing access to authentic multimedia content and interactive platforms. Each method is evaluated in terms of its effectiveness in fostering student participation, intercultural competence, and communicative ability. The article concludes that a flexible and balanced combination of these methods can significantly improve students' motivation and understanding of British culture, making British Studies both accessible and relevant to learners from diverse linguistic backgrounds.

Key words:

British Studies, teacher-centered instruction, task-based teaching, flipped classroom, multimedia resources.

1. INTRODUCTION

In an increasingly interconnected world, the study of British culture, history, literature, and society - collectively known as British Studies - has gained prominence in foreign language classrooms. For students learning English as a foreign language, British Studies not only enhances linguistic proficiency but also deepens cultural understanding and global awareness. Teaching British Studies to foreign language students plays a vital role in enhancing both language skills and cultural understanding. However, the complexity of British culture, history, and politics can be challenging for non-native English speakers due to language barriers and diverse educational backgrounds. To address this, educators must use varied, inclusive teaching methods that support both language development and content comprehension. Effective methods include visual aids, multimedia, flipped classroom, and task-based learning, which are designed fit different learning styles and proficiency levels. These methods not only make British cultural content more accessible and engaging but also help develop students' intercultural competence and critical thinking. The integration of language and cultural instruction encourages students to draw comparisons between their own cultures and British society, deepening understanding. This article highlights practical strategies to make British Studies, specifically the textbook *Britain: The country and its people*, meaningful and relevant to language learners, fostering both linguistic growth and cultural appreciation.

2. CONTENT

2.1. Literature review

The adoption of diverse teaching methods in foreign language instruction is widely recognized as essential for addressing learners' varied needs, learning styles, and linguistic goals. Scholars emphasize that no single method suits all contexts. As Richards and Rodgers (2006) state, '*There is no single best method; what is best depends on the learner, the teacher, and the context.*' This emphasizes the need for a flexible and eclectic approach to maximize learning outcomes.

Richards and Rodgers (2006) highlight that Communicative Language Teaching emphasizes interaction as both the means and goal of language learning. CLT supports the use of diverse, interactive strategies - like group work, real-life simulations, and task-based activities - to enhance communicative competence. They note, '*An effective teacher does not rigidly follow one method but adapts multiple strategies to meet the needs of the class.*' This is particularly true for British Studies, where learners must not only understand the content but also critically reflect on it through a linguistic and cultural lens.

Krashen (1985) proposed that language learners acquire language best through *comprehensible input* - language that is slightly above the current level of competence. Using varied materials (videos, dialogues, visual aids) ensures that input is accessible and engaging, increasing the chances of language acquisition. Larsen-Freeman (2000) states that classrooms using diverse approaches combining grammar instruction, communicative practice, and cultural immersion - show better outcomes in both fluency and accuracy.

Teaching British Studies to foreign language learners presents a unique set of challenges and opportunities. To ensure meaningful learning, teachers should adopt a variety of teaching methods that cater to students' diverse linguistic backgrounds, learning styles, and cultural experiences. A multifaceted approach makes the content more accessible, engaging, and relevant. Firstly, using various methods helps break down complex concepts. For example, history and political systems can be difficult for upper-intermediate-level learners to grasp through textbooks alone. Visual timelines, interactive simulations, and documentaries can make abstract ideas concrete and more memorable. In addition, integrating different techniques supports the development of both language and content knowledge. When students participate in group discussions, debates, or presentations about topics like the UK government or the monarchy, they practice using target vocabulary in real contexts. This strengthens their language skills while deepening their understanding of British culture. Finally, diverse methods encourage intercultural exchange. Comparing UK traditions with those of students' home countries through Venn diagrams, projects, or presentations promotes critical thinking and mutual respect. This fosters a global mindset - an essential skill in today's interconnected world.

2.2. Methods of teaching British studies to foreign language students

2.2.1. Teacher-centered instruction

Teacher's presentation ensures that all students receive the same input, which is important for standardized assessment preparation or exam-focused learning. A teacher can convey structured, large-scale information (e.g., historical timelines, grammar rules, economic systems) in a limited amount of time. This approach is especially useful when students have limited background knowledge or when curriculum demands extensive content coverage. Presentations are often linear, logical, and easy to follow. In addition, teacher-led presentations require less complex classroom management or facilitation skills than group-based or discovery learning activities.

However, this approach may possess certain limitations. Firstly, students are often limited to listening and note-taking, with minimal engagement in critical thinking, discussion, or problem-solving. Secondly, repetitive use of lecture-style delivery can become monotonous, especially for students used to interactive or multimedia-rich environments. Learners may disengage, especially if the content is abstract or not clearly relevant to their lives. This method fails to accommodate different learning styles or individual student. As a result, fast learners may feel bored whereas struggling learners may feel overwhelmed and left behind. Last but not least, it focuses on knowledge transmission (lower-order Bloom's Taxonomy) rather than synthesis, evaluation, or application. Students may memorize facts without developing analytical or creative thinking skills.

Due to the inherent limitations, teachers are supposed to explore feasible ways to get students engaged in the learning process. Effective solutions to overcome drawbacks can be illustrated for teaching *Chapter 8: The Government* as follow:

- Make use of visuals and multimedia in the presentation, such as charts, maps, and diagrams, short videos or animations (for example from *BBC Bitesize*, YouTube *Edu*), and real-life images or objects ((e.g., current cabinet, prime minister, political parties). These tools help learners absorb content better. Show a simple diagram of the UK government structure on the projector. It should include: the Cabinet, the Prime Minister, the civil service, central and local government. Explain each element step by step using the diagram.
- Divide content into short 'chunks', incorporated with brainstorming, short tasks or worksheets, or simulations. A PowerPoint or board presentation should be clearly divided into 4 sections: (1) The cabinet: history and powers; (2) The Prime Minister: role and power, (3) The civil service: volume and duty, and (4) Central and local government: functions and responsibilities. Breaking the presentation every 5–10 minutes provides students with chances for interaction. Students' understanding should also be checked frequently with the use of formative assessments during the lecture like Kahoot, Quizizz for instant feedback.

➤ Involve students in the presentation. The teacher is supposed to frequently ask simple comprehension questions throughout for interaction. Invite students to present small sections. Alternatively, assign 'note-takers' or 'summarizers' to share at the end. Hand out a blank version of the government structure diagram and ask students to fill in missing parts or match descriptions to each branch (cabinet, prime minister, central government, etc.). Alternatively, give a short quiz with multiple-choice or true/false questions based on the diagrams.

Whereas these solutions are definitely time and energy-consuming, they are likely to ensure better and deeper understanding and improve the efficiency of the lesson.

2.2.2. Flipped classroom

The flipped classroom model reverses traditional teaching by having students learn new content at home through videos or readings, while class time is used for interactive, hands-on activities. This approach promotes active learning, better engagement, and deeper understanding of material. Students can learn at their own pace before class and receive personalized support during class. It fosters student responsibility and maximizes classroom time for application and collaboration. While it requires access to technology and preparation, the flipped model supports diverse learning needs and encourages meaningful interaction between students and teachers.

However, the flipped classroom may suffer from several drawbacks. It relies heavily on students completing pre-class work, which not every student may do, leading to gaps in understanding. Preparing quality videos and materials requires significant time and effort from teachers. Some students may struggle with self-discipline and time management. Additionally, those who prefer traditional lectures may find the format challenging. If poorly implemented, the flipped model can overwhelm both students and teachers instead of enhancing learning.

To overcome flipped classroom limitations, teachers can motivate pre-class preparation through short quizzes or participation marks. Blending traditional lectures with flipped elements throughout the syllabus supports different learning styles. Starting with small, manageable flipped lessons can ease the transition. Clear instructions and consistent routines reduce confusion. Teachers should also be available for extra help through office hours or online forums.

The flipped classroom model can be applied for teaching *Chapter 4: Identity* as an example. This pedagogical method reverses traditional classroom roles by introducing students to new content outside of class - through videos, readings, and online resources - and using classroom time for discussion, analysis, and practical application. This approach is particularly beneficial when exploring the multifaceted concept of British identity, which involves complex ideas about ethnicity, religious identity, and political identity.

By being assigned pre-class materials such as short videos, interactive quizzes, or infographics on British culture, students come to class prepared with foundational knowledge. This frees up valuable classroom time for communicative tasks such as debates, and group discussions, which promote deeper understanding and language practice. Learners can compare British identity with their own, enhancing both intercultural awareness and critical thinking. Collaborative task like group poster or infographic can be applied with students creating a visual on what defines British identity; things to be mentioned may involve symbols, traditions, languages, famous figures, values. Compare & contrast task can also be used with students working in pairs making comparison between British identity and their Vietnamese one. For after-class activity, students are given a writing assignment in reply to the question, '*What part of British identity do I find most interesting or different from my own?*'

When teaching about British identity, the flipped model encourages students to actively participate and form personal connections to the material. This promotes not only language acquisition but also meaningful cultural learning. Overall, flipping the classroom transforms students from passive recipients of information into active, engaged learners.

2.2.3. Task-based teaching

Task-based teaching involves using authentic or classroom-based activities with the aim of motivating students to use the target language in meaningful and interactive contexts. In this approach, a task refers to an activity where the primary goal is to convey and understand meaning, rather than to focus on grammar or language structures. For teaching British Studies, some typical and practical tasks that can be employed involve *group presentation*, *summarizing*, and *compare and contrast*.

Group presentation:

Student group presentations offer several benefits in teaching. They promote active learning, enhance collaboration, and develop communication and teamwork skills. Students engage more deeply with the subject matter, improving understanding and retention. Presenting in groups builds confidence and encourages peer learning, as students explain concepts to one another. It also allows diverse perspectives, which can foster critical thinking. Additionally, group work helps prepare students for real-world scenarios where teamwork is essential. Overall, group presentations create a dynamic, interactive classroom environment that supports encompassing student development.

However, student group presentations may present limitations. Unequal participation is a common issue, with some students contributing more than others, which can lead to frustration and unfair assessment. Time constraints may limit in-depth exploration of topics, and coordinating schedules for group work can be challenging. Some students may experience anxiety about public speaking, resulting in poor performance. Teachers must invest time in monitoring and supporting groups to ensure effectiveness, which can be demanding in large classes.

Teaching *Chapter 2: History* can be greatly enriched by incorporating group presentations as a central learning activity. This chapter covers key events and periods in British history, which can be complex and sometimes overwhelming for English language learners. Preliminary preparation must be made for the purpose of familiarizing students with the chapter through a brief overview of key historical periods covered in Chapter 2 (for example, *Prehistory*, *The Roman period*, *The Germanic invasion*, *The medieval period*, etc.) and clarifying the objectives of the group presentation: to research, organize, and present historical information in English while developing collaboration and communication skills. The students then are divided into small groups, with each group assigned a historical period or event. The groups research their topic, using the textbook and other approved sources (for example, videos, library materials, teacher-provided handouts), then create a presentation within a duration of 10 minutes focusing on key facts such as dates, figures, causes, effects, and historical significance. The presentation must be well-structured with an introduction, main points, visuals (e.g., posters, slides), and a conclusion. This process encourages collaboration, critical thinking, and language practice. To reinforce students' comprehension, the teacher is supposed to provide constructive feedback on content accuracy, language use, presentation delivery and group collaboration and specific rubric must be made to assess key areas: content knowledge, organization, teamwork, language proficiency and visual support.

Group presentations promote deeper learning since preparing for the presentation requires students to engage more actively with the material. It encourages them to fully understand key dates, people, and consequences, and to express these ideas clearly in English. For the audience, listening to peers' presentations offers repeated exposure to historical vocabulary and. In short, using group presentations to teach *Chapter 2* transforms historical content into a collaborative experience. It makes history more comprehensible and memorable while simultaneously enhancing language development and interpersonal skills.

Summarizing:

Having students summarize lessons offers several benefits in teaching. It encourages active

engagement and reinforces understanding by requiring learners to process and restate key ideas of the lesson in their own words. This practice enhances comprehension, memory retention, and critical thinking skills. Summarizing helps students identify main points, organize information logically, and improve their communication abilities. It also provides teachers with insight into student understanding and any misconceptions. Regular summarization activities can boost confidence and ensure that students stay attentive, making lessons more interactive and effective in reinforcing learning outcomes.

However, this method may also reveal certain shortcomings. Some students may struggle to identify key points, leading to incomplete or misleading summaries. Limited vocabulary or language skills can inhibit clear expression, especially for younger learners or non-native speakers. Time constraints may prevent thorough reflection or discussion. Without proper guidance, summaries may become superficial impractical. Additionally, students who are less engaged might not take the task seriously, reducing its effectiveness. To be effective, summarizing requires support and consistent practice. Illustrated procedures for teaching *Chapter 23: Holidays and special occasions* can be adopted as follow:

- Preparation: Begin the lesson by activating students' prior knowledge through a warm-up discussion in pairs or small groups, asking questions like, '*What public holidays are celebrated in your country?*' and '*Do you know any holidays celebrated in Britain?*' Then, pre-teach or revise key vocabulary words from the reading, such as *nostalgia, bonfire night, full board, patriotic connotation or archaeological site*. Next, divide students into small groups and assign each group one section from the text (*Seaside holidays, Modern holidays, Christmas and New Year, Notable annual occasions*).

- Presentation: Each group reads their assigned sections, identifies the name, date, customs, and significance of each section and summarises the information in 8-10 sentences. Groups then prepare a short oral presentation or create a poster/slide. During presentations, classmates actively listen and complete a worksheet to reinforce understanding of the content.

- Reflection: The whole class discuss which holidays are interesting and similar to their own cultures. Optionally, students are asked to write a paragraph comparing British and Vietnamese public holidays.

Compare and Contrast:

Using compare and contrast project-based activities in teaching enhances critical thinking, intercultural awareness, and language skills simultaneously. Students analyze similarities and differences between concepts or cultures, encouraging deeper understanding and reflection. These tasks promote authentic communication, especially through speaking and writing, using comparative structures and discourse markers. Collaborative work in such activities nourishes peer interaction, negotiation of meaning, and teamwork. Learners also connect new knowledge to personal experiences, making learning more relevant and memorable. Overall, compare and contrast tasks support both cognitive and linguistic development, helping students become more analytical, culturally aware, and confident in expressing ideas in the target language. Illustrations for adopting compare and contrast technique will be given for teaching *Chapter 14: Education* as follow:

- Preparation: Begin with a 15-minute pre-task to build context and activate prior knowledge. Students discuss in pairs or groups questions like, '*What do you know about how people study in Britain?*' Then, pre-teach key vocabulary from Chapter 14, such as *comprehensive school, GCSEs, A-Levels, hands-off approach or uniformity*. Provide a brief overview of the British education system using a short text, diagram, or infographic.

- Implementation: For the main task, students work in small groups with a comparison chart to fill out based on the content of *Chapter 14* and their own knowledge of the Vietnamese system. Categories include school types, curriculum, and exams. Sentence frames help structure comparisons. In the presentation phase, groups share 3–4 key similarities or differences using comparative structures while other

classmates listen and ask questions regarding the comparison.

➤ Reflection: students discuss which system is more effective and suggest improvements. An optional follow-up includes writing or language focus on comparative forms.

In short, compare and contrast method promotes higher-order thinking since students go beyond surface-level understanding - they analyze, synthesize, and evaluate similarities and differences between cultures or concepts. This method harnesses high-level cognitive skills in Bloom's Taxonomy (analysis & evaluation stages). It also develops critical thinking since students evaluate cultural practices, and it encourages open-mindedness and multiple perspectives.

2.2.4. Employment of multimedia resources

Using multimedia resources in language learning offers numerous benefits that enhance both engagement and effectiveness. Digital tools such as videos, games, and interactive apps make lessons more enjoyable. These tools also provide access to authentic materials like podcasts, news clips, YouTube videos, and social media, helping students understand native accents, slang, and cultural insights. Furthermore, digital platforms endorse flexible and personalized learning by allowing learners to study at their own pace, revisit challenging content, and choose materials that suit their proficiency and interests. Additionally, students gain valuable cultural exposure through virtual tours, forums, and multimedia content, which strengthens their intercultural understanding and appreciation. Overall, digital resources create a dynamic, student-centered learning environment that makes language acquisition more accessible, relevant, and engaging.

However, digital resources may have potential drawbacks. The quality of online learning materials can be inconsistent, with wide variations in accuracy, difficulty, and educational value. Teachers must carefully evaluate and select resources that align with their learners' levels and objectives. Blended learning, which combines digital tools with traditional face-to-face instruction, often produces the best results by balancing engagement with structure. Additionally, digital content should be culturally appropriate and inclusive to prevent misrepresentation across diverse learner backgrounds.

For example, *Chapter 7: The Monarchy*, which focuses on the British monarchy, offers a rich opportunity to incorporate digital resources into language learning. For English language learners, the monarchy is both a historical institution and a symbol of national identity, making it a culturally engaging but linguistically challenging topic. Digital resources can bridge this gap by providing visual, interactive, and accessible content that supports comprehension and engagement.

Teachers can use videos, such as short documentaries or interviews with members of the royal family, to introduce students to key figures and events. Choose short documentaries or YouTube clips (e.g., BBC or Royal Family channel) introducing the British monarchy. The Royal Family Channel (<https://www.youtube.com/@RoyalFamilyChannel>) on YouTube, which provides real-time footage and historical events, is a great recommendation for practising listening skills with real-life British accents; BBC Bitesize – History (<https://www.bbc.co.uk/bitesize>), which is suitable for upper-secondary learners and offers simplified yet informative videos and article; BBC History Extra Podcast (<https://www.historyextra.com>), which provides accessible episodes on royal history with transcripts for listening practice and note-taking. Additional reading materials are also available on The Royal Household Official Website (<https://www.royal.uk>), which supplies rich in authentic texts about roles, duties, and royal history for reading comprehension and vocabulary building.

These multimedia resources allow learners to hear authentic British accents and observe cultural norms in real-life contexts. Interactive tools like timelines, online quizzes, and digital family trees help reinforce vocabulary and historical understanding. They make abstract or historical content more concrete and relatable, enhance language acquisition, and promote interactive learning. When thoughtfully selected

and integrated, digital tools help transform *Chapter 7* into an engaging, educational experience that connects language with culture in meaningful ways.

3. CONCLUSION

In conclusion, effective teaching of British Studies to foreign language students benefits greatly from a varied methodological approach. Lecture-centered teaching provides essential background knowledge, while flipped classrooms encourage active learning and preparation. Task-based methods such as group presentations, summarising, and compare-and-contrast activities foster critical thinking, collaboration, and deeper cultural understanding. Additionally, incorporating multimedia resources enhances engagement, accessibility, and exposure to authentic materials. Together, these methods address diverse learning styles, promote communicative competence, and make British Studies more meaningful and relevant to international learners. A balanced application of these methods ensures a dynamic and effective learning experience for students of all levels.

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UNVEILING THE UNIVERSE: AN EXPLORATION OF PHYSICAL SCIENCE

Abstract

Physical science is a foundational branch of science that investigates the non-living aspects of the universe, encompassing the study of energy, matter, space, and time. This article provides an overview of physical science, highlighting its core disciplines: physics, chemistry, astronomy, and Earth sciences. It emphasizes how these fields interrelate to provide a comprehensive understanding of natural phenomena, from the subatomic to the cosmic scale. The article also touches upon the scientific method as the guiding principle for inquiry in physical science and its profound impact on technological advancements and our daily lives.