

Отже, провівши дослідження французької мови дипломатії, можемо дійти висновку, що використання формалізованих, нейтральних та ввічливих мовних структур підкреслює значення французької як ключового лінгвістичного елемента у становленні дипломатичного дискурсу.

БІБЛІОГРАФІЯ

1. Бацевич Ф. С. Проблеми і термінологічний апарат сучасної лінгвістичної прагматики. Вісник аціонального університету "Львівська політехніка". 2008. № 620. С. 250-253.
2. Mehtiyev A. The language of diplomacy. California Linguistic Notes. 2010. No. 35. P. 2-3.
3. Discours aux Nations Unies : des normes pour un genre «poli» ?. OpenEdition Journals. URL: <https://journals.openedition.org/corela/6956#tocto1n3> (дата звернення: 17.03.2026)
4. López Díaz M. L'euphémisme, la langue de bois et le politiquement correct. L'Information grammaticale 2014. No. 143. P. 47-55.

ВІДОМОСТІ ПРО АВТОРА

Вікторія Король-Космина – вчитель французької мови Тернопільської спеціалізованої школи I -III ступенів № 3 з поглибленим вивченням іноземних мов, магістр філології, спеціаліст.

EXIT TICKET AS A PEER ASSESSMENT TOOL IN THE METHODOLOGICAL TRAINING OF PRE-SERVICE ENGLISH TEACHERS

Tetiana KOROL (Poltava, Ukraine)

Methodological training of pre-service English teachers requires the careful selection and balanced use of diversified tools and resources. In this context, formative assessment plays a crucial role, as it provides opportunities for the active co-construction of methodological knowledge and the development of methodological skills through timely, constructive feedback and extensive reflection practices. The

importance of collaborative activity in the methodology classroom, where students exchange the roles of teachers and learners under simulated conditions, highlights the need for well-organized systematic peer assessment.

According to Topping [3], *peer assessment* is a specific form of assessment in which students evaluate the aspects of their peers' performance on a particular activity or their learning outcomes in general. It functions as an intermediary form of assessment bridging hetero- and self-assessment practices. The implementation of peer assessment in a methodology course appears quite promising for several reasons. First, the evaluation of peers' microteaching performance is a natural extension of students' engaged participation in this activity. In this context, peer feedback is highly valuable, as it reflects learners' own experience of being taught and serves as a reliable indicator of a pre-service teacher's performance. The expected reliability is ensured by students' familiarity with the microteaching process, as they typically prepare and present microteaching sessions focused on the same language aspects or speech skills in turn. Thus, student assessors are well aware of the requirements and potential challenges of delivering an effective microteaching session. They have an opportunity not only to judge but also to learn from each other through active observation and guided reflection, admitting productive methods and techniques and rejecting ineffective ones. Finally, peer feedback content and quality implicitly reflect the methodological competence of its author. The more structured, well-founded, and constructive it is, the deeper methodological insight and interpretation of the simulated teaching experience its author has. Therefore, in our view, peer feedback should be subjected to heteroassessment alongside direct microteaching delivery by English pre-service teachers.

Effective peer feedback implementation should be based on reliable assessment tools. From our point of view, an *exit ticket* can serve as a useful instrument for this purpose. *Exit tickets* are brief surveys of various focus, administered immediately after instructional activities [2: 174], they provide a quick and simple way to assess students' performance in a written form [1]. Exit tickets can be scaffolded by teacher's prompts (optional guided questions to be responded) or be practised as free-written

reflective responses, but they are always limited in focus and volume. Focus of the exit tickets to students' microteaching sessions may range from simple listing three productive techniques and three techniques to be improved and revised to free reflection on the session delivery, a covering the aspects important from the viewpoint of the session participant, and even reporting their aha-moments or takeaways from this methodological experience.

REFERENCES

1. Rodriguez M., le Roux C., Melville M. Iteratively-designed exit tickets enhance student learning // College Teaching. 2024. DOI: 10.1080/87567555.2024.2355210.
2. Shehzad U., Recker M., Clarke-Midura J. Exploring the potential of exit tickets as formative assessments of student affect // Assessment in Education: Principles, Policy & Practice. 2025. Vol. 32, No. 2. P. 173–191. DOI: 10.1080/0969594X.2025.2510206.
3. Topping K. J. Using peer assessment to inspire reflection and learning. London; New York : Routledge, 2018.

ABOUT THE AUTHOR

Tetiana Korol – a Doctor of Science in Education, an Associate Professor at the Department of General Linguistics and Foreign Languages at National University “Yuri Kondratyuk Poltava Polytechnic”.

АНТИЧНА ТОПОНІМІЯ ЯК КУЛЬТУРНИЙ КОД БРЕНДУ:

КОЛЕКЦІЯ TERRA SIRENUM MAURO LORENZI PROFUMI

Наталія КОРОЛЬОВА, Валентина МИРОНОВА (м. Київ, Україна)

Дослідження останніх років засвідчують, що топоніми та власні назви посідають важливу роль у формуванні смислової структури брендів [3]. Географічні назви часто стають елементами комунікаційної стратегії відповідних територій, формуючи впізнаваний образ, престиж і унікальну ідентичність місця [1], а використання історико-культурних елементів