

**Ministry of Education and Science of Ukraine
U.S. Peace Corps in Ukraine
Zhytomyr State Technological University
Ivan Franko Zhytomyr State University**



MODERN COMMUNICATIVE METHODS OF TEACHING ENGLISH

**All Ukrainian Scientific and
Methodological Conference**

Book of Papers

October 30, 2015

Zhytomyr 2015

All Ukrainian Scientific and Methodological Conference

MODERN COMMUNICATIVE METHODS OF TEACHING ENGLISH

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The book of papers includes the participants' reports at All Ukrainian Scientific and Methodological Conference "Modern Communicative Methods of Teaching English". They consider current issues of teaching English at higher educational establishments and comprehensive schools, analyse the connection between basic school knowledge of English and further learning of professionally oriented language at the university. The publication is aimed at EFL professionals, researchers, students, post-graduate students.

У збірнику представлені тези доповідей учасників науково-методичної конференції «Сучасні комунікативні методи навчання англійської мови», що висвітлюють актуальні питання викладання іноземних мов у вищих навчальних закладах, аналізують зв'язок між базовою шкільною підготовкою та подальшим вивченням професійно спрямованої іноземної мови у вищій школі. Видання розраховано на науковців, викладачів, студентів, аспірантів та на широке коло осіб, зацікавлених у вивченні англійської мови.

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Activities that Work

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ACTIVE LANGUAGE LEARNING STRATEGIES IN PROMOTING STUDENTS' FLUENCY AND ACCURACY RELEVANT TO THE AGE, NEEDS, LEVEL AND GOALS

The purpose of this research is to outline which strategies to choose in order to help students to attain reasonable fluency and a high level of accuracy within acquiring foreign language. It is for sure the goal of most language teachers and students.

Accuracy and fluency are the two factors which determine the success of English language students in the future. Whether to focus on accuracy or fluency is the main problem faced by language teachers today. Accuracy refers to the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules of the language but also be able to speak and write accurately. Fluency refers to a level of proficiency in communication. It is the ability to produce written and spoken sentences with ease, efficiency, without pauses or a breakdown of communication.

We choose content, techniques and methods to use at each lesson. But sometimes teachers feel uncertainty choosing between accuracy or fluency based activities. The question is: which is more important? If the activities are too fluency-based you risk having your students disregard with the proper use of structures. On the other hand, if the activities are too accuracy-based they might need too much time to get ready for communication. In order to understand which of them is of greater importance we should define clearly the goals of learning and the stages of every particular lesson.

The main goal of foreign language teaching is to develop students' communicative skills and their language competence. We teach them to use language structures and vocabulary in order to communicate in culturally appropriate ways. That is, language structure is at the core of SL competence, communication is the use to which language structure and vocabulary are put, and this is done in a cultural context whether in a local- or a remote-SL classroom (this being necessarily make-believe, culturally) or in the actual environment. We see that grammar (structure and vocabulary) and producing speech, so that accuracy and fluency are closely related [3]. Neither of them can be produced without the other. Teachers should not over emphasize on accuracy or fluency because learners can lose their confidence in

learning one of them. But sometimes fluency should prevail over accuracy and vice versa. There are a lot of ideas as for the choice of accuracy-fluency activities which are relevant to students' age, their level and needs.

Firstly, we must take into consideration students' age range. As we all know, the techniques and activities we choose, resources we use should be appropriate to students' age. The choice of dominating activities (fluency or accuracy) depends on the age of students. Fluency must be dominant for beginners due to their psychological peculiarities. Over correcting and focusing too much on accuracy does not encourage students to learn to communicate. Students need to feel relaxed about language learning and feel they are capable of more. This does not mean mistakes should be ignored but they may need to be addressed individually at once or later, after finishing the task. Whenever a pupil is trying to tell you something, accept whatever he or she says – mistakes as well. Constant, direct correction is not effective and it does not help to create a productive class atmosphere. Correction has its place when you are working on guided language exercises, but not when you are using the language for communication. [4, c. 10]

Secondly, we consider our students' level. We set different goals at different stages of studying. Students possessing more advanced levels of language knowledge should be offered more fluency-based activities because they are taught to communicate. The more students know and are able to use, the more they are able to become fluent. When students communicate fluently they feel comfortable using the language and they can be understood by others. This does not mean that there are no mistakes in their communication, but those mistakes do not affect what they are trying to get across. Accuracy must be essentially present on higher educational levels. The reason for this is that accuracy refers to the correctness of the language being produced. But if students focus too much on accuracy, it doesn't mean they can be fluent.

Thirdly, we should ascertain what part of the lesson it is. Each lesson is divided into parts depending on teaching goals. We usually begin with introducing something new, like vocabulary, structures or even expressions. After that, students move on to practice what they have learned. The introduction phase is the time when students need to be more accurate. At this stage the teacher focuses on what is correct or incorrect and becomes sure that students are ready to use what they have learned. As we get to practice students need more control over what and how they say things. At this stage fluency becomes more essential.

It's important to take up specific student needs. Being at different levels students may have very different needs. This is why we often ask our students why they are learning English. Their needs are very important when we choose appropriate tasks for the lesson. In most cases, adult students need to learn to communicate. Communicative competence refers to the ability of a speaker to communicate effectively in the language. This ability is based on more than just grammatical knowledge. The objective is to be able to communicate effectively.

The choice of learning strategies and classroom activities depends on the pupils' age psychological characteristics. In order to keep learners' attention it is

important not to overload children and choose active learning strategies which will wake our pupils up, make them move about, create movement and/or noise.

Active learning is a process whereby students are engaged in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem-based learning, and the use of case methods and simulations are some approaches that promote active learning. [5]

Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. While this definition could include traditional activities such as homework, in practice active learning refers to activities that are introduced into the classroom. The core elements of active learning are students' activity and their engagement in the learning process. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor.

Students' commonsense takes its place here. There are complexities that make challenging, as they say "easier said than done". Active learning is the same as doing something, not just thinking about it.

It's important to understand the shift from passive to active forms of learning

Passive Learning → Active learning

Listening to the instructor

In-class writing

Looking at the occasional overhead or slide

Demonstrations

Reading (when required) the textbook

Group or team discussion

Simulations

This shift is described in a model of Bloom's Taxonomy. It can be summarized (from *lowest* level to *highest*) as follows:

Remembering (*Lowest Level*) - All learning starts with memorizing. For example, before learning how to read and write the English language, we need to memorize the English alphabet.

Understanding – Having memorized the alphabet, we need to understand the way letters come together to form words.

Applying - Can we combine words in different ways to form sentences and express thoughts?

Analyzing - Spotting differences. Comparing and contrasting.

Evaluating - Arguing and appraising. Having completed analysis, can we make conclusions?

Creating (*Highest Level*) - Having mastered all the above mentioned levels, can we move ahead? Can we create our own new points of view?

Active learning instructional strategies include a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing. Active learning instructional strategies can be created and used to engage students in (a) thinking critically or creatively, (b) speaking with a partner, in a small group, or with the entire class, (c) expressing ideas through writing, (d) exploring personal attitudes and values, (e) giving and receiving feedback, and (f)

reflecting upon the learning process. It should also be noted that active learning instructional strategies can (a) be completed by students either in-class or out-of-class, (b) be done by students working either as individuals or in group, and(c) be done either with or without the use of technology tools. When an instructor employs active learning strategies, he or she will typically (a) spend greater proportion of time helping students develop their understanding and skills (promoting deep learning) and a lesser proportion of time transmitting information (i.e., supporting surface learning). In addition, the instructor will provide opportunities for students to (a) apply and demonstrate what they are learning and to (b) receive immediate feedback from peers and/or the instructor.

The concept of active learning, that is increasing students' involvement in the learning processes, is an indispensable technique for increasing the effectiveness of teaching. In many cases, active learning can be employed without any increased costs and with only a modest change in current teaching practices. It is low risk with high return. [2]

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LEARNING WITH WWW.POSTCROSSING.COM

Postcrossing is an online project that allows its members to send and receive postcards from all over the world. The project's tag line is "send a postcard and receive a postcard back from a random person somewhere in the world!" Its members, also known as **postcrossers**, send postcards to other members and receive postcards back from other random postcrossers. Where the postcards come from is always a surprise.

Postcrossing is the union of the words "postcard" and "crossing" and its origin "is loosely based on the Bookcrossing site". However, the "crossing" or exchange of postcards works in a different way. A member sends a postcard to another postcrosser and receives a postcard back from a random postcrosser. Exchanges between the same two members only occur once; although direct swaps between members happen, they are not part of the official happenings on the site. The project is completely free and anyone with an address can create an account. However, the postcards themselves and postage fees to mail them are the responsibility of each user.

By June 2015 Postcrossing had more than 554,570 members in 213 different countries. The highest concentration of Postcrossing members reside in the United States, Russia, China, Taiwan, the Netherlands, Germany, Poland, Finland, Belarus, Ukraine and Brazil [1].

Postcrossing is a really simple way to exchange postcards with people around the world. The process is simple.

- After registering, you choose to 'Send a Postcard'.
- The site then gives you the name, address and profile information of a person to send a postcard to.
- When that person registers the card as being received, your details will be given to someone else, who will then send you a card.
- So, for every card you send, you should receive one in return.

The site is incredibly easy to use and has some clever tools to keep track of the cards that you have sent / received. You are also able to scan your cards and show them to others on your own "Postcard Wall".

Postcrossing is very useful in the *classroom*:

- A school / class account could be registered and used to allow children to send postcards (under adult supervision) with people around the world.
- As postcards are sent or received, their destination / location of origin could be identified in atlases / Google Maps / Google Earth. It might also be a good opportunity to find out more about that place, and the history / culture of the people living there.
- Some wonderful classroom displays could be created, using the postcards and information about the places they are from.
- Children could also make their own postcards. This might also be an opportunity to use ICT (e.g. 2Publish+). Some of the Postcrossing members use the site to collect postcards and they occasionally state that they would rather not receive homemade cards. The choice of postcard recipients is also completely random, so it's not possible for schools to ensure that they are sending to other schools [2].

Postcrossing is interesting not only for children but also for students. There are some ideas how to use this website and postcards in student's learning.

- Read the postcrosser's profile and send a short message to the sender.

Ex.

Hello Postcrossers!

My name is Alexandra und I'm 44 years old. I live with my husband and my two children (12 and 15 years old) in Bielefeld in a house with garden. We like to be and to work in our garden.

- Describe your postcard, which you have just received. Do you like it? Why?
- Read the portrosser's profile and explain what card you chose to send to this postcosser.

About Sien...

On April 15th I became 64. I'm living in Belgium, in Zonhoven, near Hasselt, with my husband Michel. I have one daughter Ellen, she's almost 37, I have no grandchildren.

I'm retired since July 1st 2014. I have a lot of time now for my hobbies: I make mosaics with glas, tiles, marble,....

Look at the avatar: I made this mosaic and it's called: "dare to dream", it was a card I received from a postcrosser in Canada, it was a splendid card to make a mosaic of.

I like travelling too. I have a Japanese friend living in Shinozaki, near Tokyo. We are penpals for more then 50 years. I visited her in 2007 and she was in Belgium a few years ago. In May I visited her and her husband to celebrate our 50 years of friendship, and we had such a good time!

I like to receive all kind of cards: animals, especially dogs (favourite dogs: Westies and Border Collies), Unesco cards, trains, music and musical instruments... But other cards are o.k. too!

And when it's X'mas time: I like to receive X'mas cards. And in April you can write me a Birthday card.

While I'm a Japan lover, I love Gotochi cards a lot and also Taiwan, Gotochi-style cards. If you send me that kind of card, I will send you some Belgian cards, or Belgian chocolates in exchange.

My favourite stamps: stamps of fauna and flora, trains, art, Christmas stamps, EUROPA stamps and stamps about music and musical instruments.

Mailbox location



Lat: 51.0, Lon: 5.4 | [Open in google maps](#)

- You've got a postcard, read the information and write a short "thank you message" to the sender of the postcard.
- Give the feedback of the postcard you've just received. Put down some attractive facts about your country, region, history of your town etc.

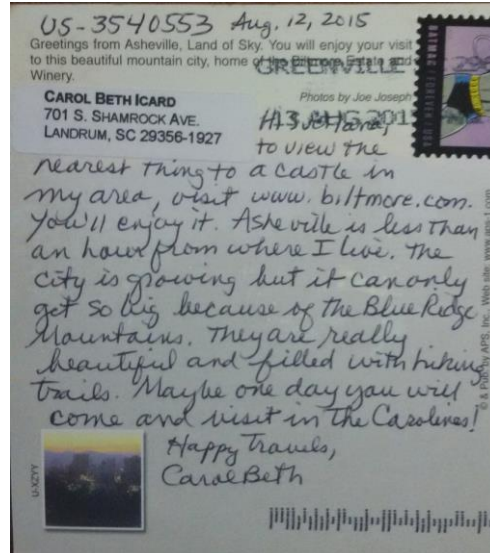
Ex.



- Look at the postcard ID and differentiate the country. What do you know about this country?

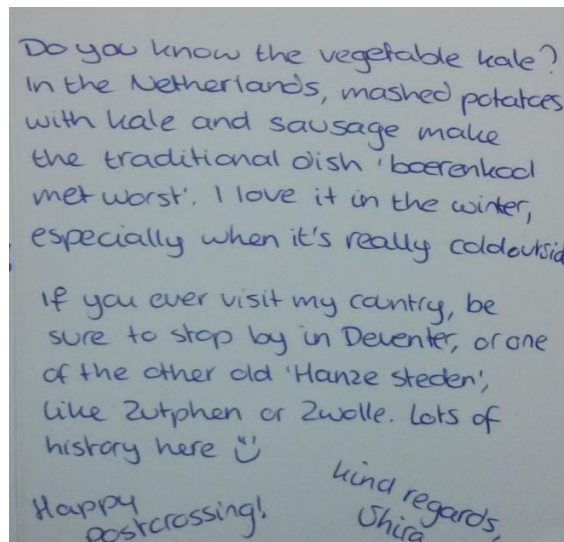
Ex. CA (Canada), CN (China), IT (Italy), NZ (New Zealand) etc.

- Read a postcard and write this person back. Describe yourself; write something interesting about you, your job or family.



- Read about the postcrosser's traditional dish and write about your favorite food and in this case you can write a recipe.

Ex.



- Express what daily life is like where you're sending the card from by describing what you did today, your routine, etc.
- Write 5 curious facts about the place where the card is from.
- Give local travelling tips from your area! What are the must-sees around you?
- What do you have in common with the recipient of your card?
- Did you ever travel to the place where your card is going? Recall your best memory of that place.

- Did anything important happen in your country lately? Share an interesting news bit!

Postcrossing can help you learn not only about other countries, far away places, different people but also practice your English and other languages with fun.

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USING SONGS IN THE ENGLISH CLASSROOM

One of the problems we, teachers, face is maintaining learners' interest throughout the lesson. Consequently, we have to be very creative in the activities we use. One of the activities that really works and does wonders is using songs. Music with its universal appeal is a great teaching tool, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age. Learners have a lot of benefit from learning through songs. Using songs in the classroom is a wonderful way to develop listening, speaking, reading and writing skills. Besides, this activity develops learners' socio-cultural competence, aesthetic taste, stimulates memory and provides a great opportunity for physical activity.

There are many types of songs which can be used in the classroom ranging from nursery rhymes to contemporary pop or rock music. To get the right song consider the following:

- carefully examine what it is you want your class to learn in the lesson. (Is this going to be a lesson focusing on vocabulary, grammar, pronunciation or a particular topic)?
- the language level of your class will determine not only which song you can use, but also what other activities you will use to develop the lesson;
- for young learners use songs that are repetitive and very easy to understand;
- for teenagers use contemporary pop or rock songs.

Steps for making a song the focus of your class:

1. Listen to the song or watch the video. Ask learners if they've heard it before.
2. Ask some questions about the title.
3. Listen to the song again, this time with lyrics.

At this point you might do one or more of the following activities:

- learners read the lyrics while they listen;
- learners can highlight unknown words for later discussion;
- learners fill in the gaps as they listen.

4. Focus on a particular verb tense or aspect of grammar.

You might ask the questions as these:

How many examples of ... can you find in the lyrics?

Why did the writer of the song choose this verb tense or this aspect of grammar?

5. Focus on vocabulary, idioms and expressions.

6. Round things off with some creativity.

Ask your students to do one or more of the following activities:

-write another verse of lyrics, maintaining the same mood and style as the original;

-plan a music video of the song;

-draw the song;

-write a letter to the main character or the singer;

-rewrite the song as a story;

-write a story which began before the story in the song and led to it.

The examples shown in these handouts are based on the 11th form textbook by

O. Karpiuk, topics of *Family and Friends* and *Art*.

Handout 1.

1. Pre listening.

Have you ever heard about the group "Pink Floyd"?

What do you know about the group?

Do you know any of the group's songs?

2. Listen to the song.

If

If I were a swan, I'd be gone.

If I were a train, I'd be late.

And if I were a good man, I'd talk with you more often than I do.

If I were to sleep, I could dream.

If I were afraid, I could hide.

If I go insane, please don't put your wires in my brain.

If I were the moon, I'd be cool.

If I were a rule, I would bend.

If I were a good man, I'd understand the spaces between friends.

If I were alone, I would cry.

And if I were with you, I'd be home and dry.

And if I go insane, will you still let me join in with the game?

If I were a swan, I'd be gone.

If I were a train, I'd be late again.

If I were a good man, I'd talk to you more often than I do.

3. Listen to the song again, this time with lyrics.

Fill in the gaps with conditional sentence as you listen.

If I ... a swan, I ... be gone.

If I ... a train, I ... late.

And if I ... a good man, I ... with you more often than I do.

If I ... to sleep, I ... dream.

If I ... afraid, I ... hide.

If I go insane, please don't put your wires in my brain.

If I ... the moon, I ... cool.

If I ... a rule, I ... bend.

If I ... a good man, I ... understand the spaces between friends.

If I were alone, I ... cry.

And if I ... with you, I'd ... home and dry.

And if I go insane, will you still let me join in with the game?

If I ... a swan, I ... gone.

If I ... a train, I ... late again.

If I ... a good man, I ... to you more often than I do.

4. Focusing on particular aspect of grammar.

What type of conditionals are these in the song?

Why did the writer of the song choose them?

Transform the second conditionals into 1st and 3^d Conditionals.

5. Focusing on vocabulary.

What does "go insane" mean?

What do you think about the lyrics?

What do you think the song is about?

Is the narrator a good partner?

6. Developing creativity.

Write a story which began before the story in the song and led to it.

Handout 2.

1. Pre-listening.

Do you know any artist with the name "Vincent"?

What do you know about Vincent Van Gogh?

Have you ever seen any of his paintings (reproductions of paintings)?

2. Listen to the song.

Have you heard it before?

What does the song describe?

How does the singer feel?

3. Listen to the song again this time with lyrics.

As you listen complete it by choosing one of the words at the end of the lines.

Starry, starry night

Paint your palette blue and grey

Look out on a summer's day

With ... eyes that know the darkness in my soul

(ice/eyes)

Shadows on the hills

Sketch the trees and the daffodils
Catch the ...breeze and the winter chills
(freeze/breeze)
In colors on the snowy linen land
Now I understand
What you tried to say to me
How you suffered for your ...
(sanity/vanity)
How you tried to set them free
They would not listen,
They did not know how
Perhaps they'll listen now
Starry, starry night
... flowers that brightly blaze
(framing/flaming)
Swirling clouds in violet haze
Reflect in Vincent's eyes of china blue
And now I understand
What you tried to say to me
How you suffered for your sanity
How you tried to set them free
Perhaps they'll listen now
For they ... not love you
(could/would)
But still your love was true
And when no hope was left in sight
On that starry, starry night
You took your ..., as lovers often do
(knife/life)
But I could have told you, Vincent
This world was never meant
For one as beautiful as you
Starry, starry night
Portraits hung in empty halls
Frame-less heads on nameless walls
With eyes that watch the world and can't forget
Like the strangers that you've met
The ragged men in ragged clothes
The silver thorn of bloody rose
Lie crushed and broken on the virgin snow
And now I think I know
What you tried to say to me
And how you tried to set them free
They would not listen,

They're not listening still

Perhaps they never will

4. What words and phrases does the singer use to describe Van Gogh's pictures?

Does the song include references to Van Gogh's landscape works?

What are they?

Does the singer consider these pictures to be beautiful?

What does the song demonstrate?

5. Plan a music video of the song.

Write a letter to the singer.

The possibilities for activities you can do with songs in the classroom are endless. Music and songs are fun, and most people enjoy them. Make songs a regular feature in your English lesson.

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KEY TO STUDENTS' SUCCESS AT ZHYTOMYR STATE TECHNOLOGICAL UNIVERSITY

Nowadays English becomes more and more important and necessary for our daily lives. The department of foreign languages at Zhytomyr State Technological University has been fruitfully working in this direction.

The students of our university can learn English not only attending their obligatory classes, but also they are suggested extra possibilities to enrich their knowledge. Our department has initiated 3 kinds of the language courses where we help teenagers to improve their level in writing and speaking & also assisting them in preparations for doing their test papers entering master and post graduate studies. Teaching of advanced students in specially arranged advanced groups has become our regular practice for several years already. Our students participate in language competitions showing their mastership translating poems into the Ukrainian and Russian languages. They also show their interesting creations by drawing or painting wall newspapers on the urgent topics offered by our teachers. They are very happy to sing foreign songs and recite poetry in different foreign languages.

And since the present academic year we've offered our students to use their greatest chance to master English. Certainly, we mean so catching and marvelous teaching by the American volunteers, the amazing couple Linda and David Hebenstreit.

From the end of December 2012 to June 2013 we had a superb possibility to cooperate with our first volunteer from the Peace Corps Kristen Nesbitt. And now we are twice happier because our possibility with our new American colleagues has doubled! This is really a giant step forward that our department has taken since the

late 2012 when every of us felt and saw the incredible advantages of teaching with the participation of the volunteer.

Now many students remember how much exciting was the last week of August 2015 as the university became burning inside not because of fire, but due to the desire to speak English more and more. Yes, it was the very first and rather successful experience of “English Summer School” arranged by the teachers of our department and the present honorable volunteers of the Peace Corps. The teachers of our department, American guests and our students have spent 5 very informative and merry days enjoying classes of our Ukrainian and American teachers. It was really an unusual holiday for English lovers! It was a superb possibility to learn much new, to communicate English with other students and with the teachers of our department and the American guests as well. All the visitors of this happy language event had a wonderful possibility to improve their English irrespective of their level and to get much fun taking part in various language competitions and learning the language with great pleasure.

It was so unexpected to hear how delighted the English Summer School visitors were uttering their sincere thanks and high appreciations to the teachers for so extraordinary and catching language event.

Ye. Karpenko, PhD

Zhytomyr State University named after Ivan Franko

SPECIAL COURSE "INFORMATION-ANALYTICAL SKILLS OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS" IN THE PROCESS OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS' INFORMATION-ANALYTICAL SKILLS FORMATION

The system of education faces new problems in the informational society. A future specialist should not only operate with special information in the sphere, but also be oriented and operate with new sources of information and methods and techniques of using them in their professional activity. A cotemporary specialist should be ready to analyze the information given and make on its basis their own decisions.

European Council Recommendations, Bologna Declaration, "The National Doctrine of the Ukrainian Education Development in the XXI century" contain the basic skills of a modern specialist. Among the basic ones are also informational skills which also contain skills of effective work with information, analytical skills, skills of effective usage of modern informational technologies for searching, finding, analyzing the information needed for their professional activity and development. Thus, we consider the problem of the formation of information-analytical skills to be important in the system of the professional training of foreign languages teachers.

Different aspects of this problem are observed in works of scientists in Ukraine and abroad. Among them are V. Bolotov, Ye. Polat, M. Klarin. E. de Bono, O. Tyaglo, M. Lipman and others. Among the most important information-analytical skills in their opinion are the skills to find different variants of solving a problem to analyze their pluses and minuses in order to find the most suitable one, the skills to make ones own decision on the basis of the facts given. Among the important skills are also the skills to discuss a problem, clearly grounding ones opinion and using persuasive arguments and facts in it.

As the level of the information-analytical skills formation according to the results of the observation process at Zhytomyr State University named after Ivan Franko is not high, we suggest a special course aimed at optimization of information-analytical skills formation of prospective foreign language teachers.

The structure of the course suggested is given in the Table 1.

Table 1

Information-analytical skills of prospective foreign language teachers

Theme	Teaching Mode	Hours
1. Developing information-analytical skills of prospective foreign language teachers	teacher-centred	2
2. Analysis and synthesis skills	teacher-centred	2
	practical class	2
3. Comparison and contrast skills	teacher-centred	2
	practical class	2
4. Productive and creative thinking skills	teacher-centred	2
	practical class	2
	individual	4
Sum total		18

The results of the experiment were analyzed and interpreted at the end of it and the conclusion was made that the special course suggested is a possible way of phased formation of information-analytical skills of prospective foreign language teachers in the process of their professional training [1]. The expediency of using a special course for optimization of the formation of the skills given in the system of the professional training of prospective foreign language teachers is thus grounded.

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COMMUNICATIVE FLUENCY ACTIVITIES FOR LANGUAGE TEACHING

The goal of a speaking component in a class should be to encourage the acquisition of communication skills and to foster real communication in and out of the classroom. It follows then that the objectives for developing oral fluency will address this goal by setting forth specific content, activities and methods which foster communication.[1]

Accordingly, a necessary first step is a thorough analysis – the teacher can determine the kinds of situations in which the students will find themselves, the linguistic information they'll need to possess, and the resources they have available.

Once speech functions have been identified, it can then be determined which linguistic structures are most naturally related to these particular speech functions and tasks.

The next step concerns several factors which must be considered in choosing both the specific material to be processed and the methodology to cover it with. The most important factor of all is the level of students. While beginners require a recycling of material, from controlled practice and drills to more “free expression” activities, relatively advanced students may need to polish already developed skills.

As a rule, students are exposed to three key items of teaching speaking programme: (1) form-focused instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so forth; (2) meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes; and (3) opportunities to improve fluency. In fact, elements of all of the above mentioned items should be present throughout the teaching programme, with emphasis on form-focused instruction at the elementary levels and on meaning-focused instruction at the higher levels.[2]

A problem in meaning-focused speaking activities is to select the activity which actually develops the students' knowledge of language items. For this purpose different “participation” activities may be helpful. The students work in pairs or groups of three or four. For example, a variety of *Jigsaw tasks* like *The same or different*, *Information search*, *Strip story* help practice such skills of learners as listening and/or reading comprehension and providing the bits of information to the rest of the group. Besides the students have to organize the process of finding the solutions which requires some of interactional language.[3]

Information search

Aims

Skills –listening comprehension, speaking

Language –asking for and giving information, making conjectures, agreeing or disagreeing

Other –general knowledge

Preparation – information cards which contain different pieces of information, one card per student

Procedure

Step 1. The handout is distributed to the pairs of students and the task explained. Each of the students A and B has some information about popular operating systems. The task is to find out the complete description of the operating systems by sharing information from the cards.

Step 2. To present the received information to the rest of pairs.

To practice interactive language, for instance agreeing, comparing, contradicting, disagreeing, giving reasons ranking exercises as well as jigsaw tasks may stimulate the students to discuss the difference of opinions. Reluctant students can be made to discuss their lists in detail for their group only. Here are some examples of ranking exercises. *Priorities, Values ladder, Rank order*. These exercises require students to put a certain number of items from a given list into an order of importance or preferences. This rearranging phase is usually followed by a period of discussion, when students explain or defend their choices in pairs or small groups. Furthermore, the discussion of personal ranking will lead some students to question their own decision and increase their tolerance and mutual understanding.

Looking for a job

Aims

Skills –reading comprehension, speaking

Language –arguing, reacting to other people’s statements (agreeing, disagreeing, contradicting, criticising, doubting, defending one’s position, giving in)

Other –cooperation, role taking

Preparation – handout for each group

Procedure

Step 1. The handout is distributed to the groups and the task explained. Each group imagines that they are members of the local council who have to select someone for the vacant post of a social worker from four applications that have been submitted. As the first step the groups decide on their criteria for selection, based on the advertisement and the background information on the handout as well as their own judgement. They discuss the applicants and rank them according to their suitability. (10-15 minutes)

Step 2. Each group selects a speaker who has to explain and defend the choice of his group. If one of the other members of the group feels that he has some better way of arguing the group’s position he may replace the speaker of his group. Unless a consensus has been reached amongst the speakers after a given time (15 minutes) a vote is taken by all the participants.

The activity could be continued with a role play *Interview for a job*.

Interview for a job

Aims

Skills – speaking

Language –asking questions, stating one’s impressions, giving information about oneself

Other –preparation for possible real life situation

Preparation – handout for each group

Procedure

Step 1. The class is divided into five groups. One group represents the members of the Personnel department of the company, each of four remaining groups, one of four applicants. The members of the Personnel department receive the full handout; each of the other groups gets the advertisements and their own applications.

Step 2. The Personnel department group works out the questions they would like to ask each applicant. The applicants prepare the answers/statements for the questions they think will be asked.

Step 3. The Personnel department group split into two groups, each interviews two of the applicants (these are chosen by the group who prepared the interview) simultaneously while the other members of each applicant's group watch and listen.

Step 4. The members of the Personnel department group come together again and report on the interviews they have conducted. Then they decide which applicant to accept. Meanwhile the applicants talk about the interviews and give their impressions of what was said.

In large classes there can be more applicants for the job.

Although role plays and simulations are quite demanding foreign language situations in which the players have to use the language correctly and adequately both in terms of the foreign language itself and the particular role that is acted out, these kinds of activities give students practice in real-world English. The materials necessary for role plays and simulations should be more varied and complex to suit the multi-layered structure of activities. To get students prepared for such kind of work, some discussion games and a number of the problem-solving activities can be used to improve students' fluency in the communication and train them to use their knowledge of the foreign language flexibly.

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LANGUAGE SUMMER CAMPS AS AN EFFECTIVE WAY OF THE COMMUNICATIVE COMPETENCE FORMATION

The article features one of the innovative approaches to ensure the quality of teaching English and realization of extracurricular work known as language summer camps. These camps are called to encourage students practice language skills acquired during the school year [1]. In the camps children are focused on fully engaging with the language in our cultural settings and the natural outdoor environment.

The language camps are aimed to increase the level of English, to show the children another style of teaching different from that of a common school one where the emphasis is put on practical training and knowledge that can be applied later in other spheres. Language summer camps implement the principle of succession and continuity, perform the compensative function referred to school, and give an opportunity not only to rest, to release physical and psychical tension of the school year, but create new terms for enriching and realization of their social experience. Through this activity children substantially widen their outlook and learn a lot. Practice provides the development of all kinds of language skills in a fun way, helps children to build self-confidence, make new and lasting friendships, develop understanding and appreciation of different cultures and helps to strengthen young individuals moral character.

The goals of a language camp are:

- to popularize the study of English;
- the development of the creative potential of every child;
- to instill the communication need in knowledge of other countries and peoples.

The tasks of a language camp are:

- to help children acquire the necessary language skills;
- to bridge the "language barrier";
- to improve spoken language;
- to combine learning with exciting rest;
- to increase the motivation of further foreign language improvement.

The preparation for the summer language camp included seminars and trainings for all the staff involved. English teachers attended seminars organized at Zhytomyr State University by the Department of English language teaching methods in preschool and primary education (Head - Associate Professor, Candidate of Science Inna Samoylyukevych) and the educational-methodical workshop of the Research Institute of Foreign Languages (Head - Professor, Candidate of Science Larysa Kalinina).

At the meetings of methodological associations during the school year the English teachers worked on the creation of projects aimed at teaching love for their

homeland - the city they live in, people, local traditions, history of their country. The materials of educational and methodological support were aimed to promote understanding of the importance of the ability to cooperate and communicate with representatives of other countries, to provide solid theoretical foundation together with actual practice

In the frames of the project «CACTUS», supported by the American Councils, eight 10th formers have received the necessary training and knowledge to work as volunteers in the language camp during the one-day practical seminar «Practice CACTUS». The volunteers' school has been organized to prepare future participants of summer language camp. The practice of volunteering as a form of the career guidance is a powerful basis for the balanced, conscious choice of future profession. Our task is to create and sustain a network of active open-minded young people, who can change Ukraine through cooperation.

Among the educational areas the most relevant today are the patriotic, civic education as fundamental ones that meet both urgent needs and challenges of today and lay the foundation for the formation of consciousness of present and future generations. Today we need new approaches and new ways to promote patriotism as a feeling and as a basis of personality. Foreign language is an extremely powerful tool for the implementation of the principle of multiculturalism, which involves the integration of the Ukrainian culture in the European and global space, promotes popularization of the Ukrainian culture, history, traditions [3].

The article provides with a general structure for a fourteen-day full time camp. The agenda of the language camp includes activities in the following areas:

- national-patriotic education;
- social studies;
- arts and crafts;
- ecological awareness;
- sports.

We offer a thematic model of organization and project work with students of the secondary school called «Kids in Wonderland». The whole system is intended for the 5th grade students (level A2). The stages of the project work are given in the article.

The structure of work in the language camp «Kids in Wonderland» is presented by the virtual tour to Wonderland. The cartoon characters Chip and Dale, true friends and saviors (two teams), are sent to investigate Wonderland visiting real museums, theaters, cinemas, creating their own theatrical and artistic studies, preparing flash mobs, sports competitions and quests. Traveling around Wonderland, the units "Chip" and "Dale" explore the unknown country and make up the map of Terra incognita. Each stage of the journey is another part of the puzzle in the map of Wonderland, every puzzle piece is the realization of the project, designed to create a complete picture of our homeland. The best part is, learning English through arts and crafts, song or a game outside the classroom doesn't even feel like learning. The program provides an opportunity for increased language exposure through a variety of fun and engaging indoor and outdoor activities. Spontaneous interactions and

supportive games allow children to build their foreign language vocabularies the way a native speaker does.

The material for the summer language camp was compiled from a variety of sources: Learn English Kids (British Council), Macmillan Life Skills Resources and school English teachers' own classes' plans. Each plan is designed for 45-60 minutes of class time with students who have pre-intermediate level of English. Additionally, there is some general information about the planning process: important points to remember; parental consent forms; camp schedules and materials lists; ideas for group activities and teambuilding.

The results of the students' work in art-classes, different activities, during excursions are presented in the form of a:

- poster
- collage
- survey results
- booklet
- slide film
- multimedia presentation
- magazine (including electronic)
- collection (recipes, photos)
- collection of recommendations
- postcard.

We strive to inspire the youth for action, because only those who act achieve results. We want to show that everything is possible. We believe English to be a universal language, which is a perfect tool to reach broader audiences. In their turn summer language camps are meant to make the learning environment less artificial, to focus on fully engaging with the language in our cultural settings and the natural outdoor environment, to bring English to life in Ukraine.

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SPEAKING STIMULATING TECHNOLOGIES AND ACTIVITIES IN CREATING DYNAMIC LEARNING ENVIRONMENT

As we know, language learners are trying to focus on their language skill excellence, but they find it difficult to speak spontaneously. This is becoming problematic when it comes to older learners and adults. The lack of confidence and fear of making a fool of themselves in the class are the main obstacles to overcome in language learning process. The task of a teacher is to support less confident students and motivate them to speak out in class and not be afraid to do so.

One of the solutions is to introduce m-learning, sharing information or ideas using WAP or GPRS technologies. This helps to make language learning flexible, accessible and personalized [1, p. 23]. As a result, it encourages students to communicate with their peers and become more confident in expressing their opinions. For example, online discussion list may be also opened by a teacher and all students have an opportunity to participate in it. It may be one global topic for the whole group or one individual statement for each student. Sometimes it is better to express your own thoughts in writing than in oral form. So it will help them to get some practice for future oral discussions.

For the double-entry journal, students can select a passage from the reading that they appealed to them, provoked them, or confused them. Next, they type this passage into the blog and respond to it. Other students can join by commenting on its content as well as its form. As to style and form of writing blogging is not exactly free writing, but it is freer, more spontaneous and more dynamic than writing multiple-draft essays [2, p. 49].

To conduct successful discussions or debates it is a good idea to have role plays beforehand. The main advantage of a role play over other forms of learning is entire involvement of students as well as participants' attention concentration throughout the play. To build fluency at conversational English you can ask students to choose their roles (a customer and a waiter, a doctor or a patient etc.), write and practice these roles. While performing the role play they have to make clear the roles without mentioning their roles or a place, the rest of the class should guess who they are and where they are. Even though role plays simplify the learning process to some extent and sometimes cause problems with discipline, more mistakes among students, we cannot deny the didactic, educational and practical value of a role play.

As for warmers or fillers, we can use short speaking activities paying attention to planning time. Such kinds of tasks can prepare for speaking by planning what they are going to say, and asking the teacher or using a dictionary to look up missing vocabulary. The speaking activity "What were you doing...? (What are you going to do...?) can be adapted to revise tenses if we write some time prompts on the board, for example, this time last year, on January 2015 etc. First, students choose some of

the prompts and talk to their partners. After speaking, students feedback and tell the class what they learnt.

Another stimulating speaking activity is for practicing adjectives, a variation on the above activity. Choosing adjectives relating to feelings (excited, happy, sad, nervous etc.) students talk about their experiences and feelings. One of the interesting and stimulating tasks for speaking is usage of cartoons, cartoon stories and unusual pictures.

Studying a certain topic, you can write a list of questions relating to the chosen topic, give a question to each student and ask them to write an answer on a paper. After that you ask all students to brainstorm possible questions related to the topic. Then students hold their answers in front of them and move around the room and ask each other questions to try to discover the questions that the other students were originally asked.

Thus, m-learning, role plays, discussions and even simple warmers or fillers make learners more active and help students with some aspects of studying English to overcome their language barriers. Also involving students in various speaking activities is one of the ways for language learners to gain some confidence in their ability to manage their own learning and become independent. As a result, students are able to express their opinions and have the stimulating and dynamic environment for learning foreign languages.

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COMMUNICATIVE METHODS OF TEACHING

In the time of Ukraine's integration with Europe the aim of every teacher is to make their students speak fluently, have critical and creative thinking and the communicative method is thought to be the most efficient.

Here we will have a good look at the Communicative Language Teaching (CLT), its methods, advantages and disadvantages. The goal of CTL is to enable students to communicate in the target language. The teacher facilitates the communication in the classroom, and he also acts like an advisor and a guide. Students are communicators. They are actively engaged in trying to make their speech understandable and fluent.

Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and the listener, so its meaning thought to be derived from the written word through an interaction between the reader and the writer.

A wide variety of materials have been used to support communicative approaches to language teaching. CLT views materials as a way of influencing the quality of interaction and language use. The primary role of materials is to promote communicative language use. There are three kinds of material used in CLT: text-based, task-based and realia.

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum.

Classroom activities may be:

- *Information Gap Activity*
- *Jigsaw Activities*
- *Pair and Group Work*
- *Task-completion Activities*
- *Information-gathering Activities*
- *Opinion-sharing Activities*
- *Information-transfer Activities*
- *Reasoning-gap Activities*
- *Role Plays*
- *Identifying Differences*
- *Games*
- *Interviews*
- *Learning by Teaching*

Advantages of the CLT are following. *The interaction between students and teachers.* Teacher-student relationship is an interactive, harmonious relationship rather than the traditional education, the kind of master-servant relationship. CLT teaching encourage students to participate in discussion of close to life situations, the students become the main characters, naturally *they are interested in English and learn it with pleasure.*

Disadvantages are the following. Often, *there is no text, grammar rules are not presented and classroom arrangement is nonstandard.* Students are expected to interact primarily with each other rather than with a teacher, and *correction of errors may be absent or rare.* Students with low levels of proficiency in the target language may find it *difficult to participate in oral communicative activities* and if *the examinations* used by an institution *are grammar based, communicative fluency may not be appropriate.*

In my experience the most effective activities are role plays, opinion sharing, reasoning-gap and information-transfer activities in groups with high level of knowledge of English. In groups with low level of knowledge of English it is better to choose activities based on the texts or prompts such as information-gap, jigsaw and task-completion activities. Individual work is also good for such students. It gives

them a possibility to work at their own pace, they are confident about what they know and what they need to spend more time on, they can use their preferred learning styles and strategies.

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NEW PERSPECTIVES IN CONTINUING PROFESSIONAL DEVELOPMENT FOR PRIMARY TEACHERS OF ENGLISH

As the language education reform is in progress in Ukraine, it sets high expectations on its stakeholders (learners and teachers, teacher educators and teacher trainers) in terms of raising the quality of language learning and teaching [1]. The Ministry of Education and Science of Ukraine states that the introduction of the State Standards for primary and secondary education, the new national curricula, ICT integration in learning and teaching, studies of a foreign language since first grade and of another foreign language since fifth grade require a profound reconceptualisation of the content of and the approaches to the linguistic and methodological training of pre-service and in-service EFL teachers at the institutions of higher education in Ukraine [2, p.5].

Thereby appear new perspectives in continuing professional development (CPD) for primary teachers of English who are particularly responsible for starting “the ball” of English language education rolling in the right direction [3, p. 9]. One of them is being shaped by an innovative CPD programme initiated by the members of the Chair of the English Language and Primary ELT Methodology in Ivan Franko State University at the rise of the language education reform (September 2012). The results of a survey they conducted among ELT professionals about potential difficulties awaiting primary school teachers of English revealed an urgent need for teachers, teacher educators and trainee teachers to collaborate in dealing with emerging professional issues. That led to the idea of setting up a CPD programme as a platform for ‘caring and sharing’.

The CPD programme was launched in January 2013 on the premises of the Institute of Pedagogy with the strategic objective to foster collaboration within the local teaching community and to consolidate it as a learning community, to establish strong links between the pre-service and in-service teacher training and to provide multiple CPD opportunities for all participants.

The data obtained through the survey also helped to specify four major CPD areas to focus on: 1) ICT integration in foreign language learning and teaching in primary school contexts; 2) innovative techniques of early English language learning and teaching; 3) classroom action research supervision; 4) English for primary teachers and CPD.

Within the first CPD area, the urgent need for ICT integration into professional contexts has been addressed through the following collaboration formats: group participation in the British Council online professional development courses (for example, *Steps to Success*, *Primary Essentials*, *Learning Technologies*), conducting seminars and workshops on educational technology (for example, using multimedia support and online resources), materials design using Microsoft Office (MS Word, MS Excel, MS PowerPoint, MS Publisher), authoring tools (Hot Potatoes, My Test), online tools (Board Game Makers, Test Makers, Voki), graphic, audio and video tools (Paint, Audacity, MovieMaker), lesson planning with ICT and sharing ideas and resources on the New Generation School Teacher website www.ngschoolteacher.wix.com.

The second CPD area - innovative techniques of early English language learning and teaching – is to be strengthened through class visitations in cooperating schools in order to search for innovations as well as through methodological workshops conducted by university teachers, CPD programme participants, local and international guest speakers. Among the most popular topics in 2013-2015, there have been learner autonomy, cooperative learning, differentiated instruction, techniques for teaching language and culture, etc.

Within the third CPD area, the participants focus on classroom action research issues by familiarizing themselves with the lesson study group cycle, doing peer review of teaching materials for publication, keeping reflective journals and making presentations on the results of their classroom action research.

In the fourth CPD area, the emphasis is laid on encouraging the participants to keep up to date with their English. Some of the best practices include the Reader's Theatre, keeping a video log, keeping a professional portfolio and participation in virtual teacher forums (for example, FLTEACH)

Yet we think there is still a long way to go as new challenges in teaching English to young learners are constantly emerging. Learning is what can help us to meet them.

So, the CPD programme under consideration can create new perspectives in continuing professional development of three professional cohorts: practising school teachers, language teacher educators and prospective foreign language teachers. The issues of applying the results of professional growth for the benefits of language learners in secondary schools are outlined for further research.

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MEDIATION TECHNIQUES IN LANGUAGE TEACHING

Language learning and cultural mediation / translation is a new field of research and work that is still in the development phase and has only recently started to receive attention. There are different definitions, concepts and historical developments on this theme in various countries. But it is obvious; mediation / translation is inherent in language learning process and should be considered a fifth skill to be practised within the language classroom, alongside reading, listening, speaking and writing.

We view mediation as: 1) a social practice the purpose of which is to work against communication breakdowns, to fill information gaps and / or interpret meanings for others who can not understand what is said or written; 2) the production of a target text from an initial one in order to communicate its content, taking into account internal and external factors of intercultural communicative situations. It is somewhat different from other activities and is not achieved by overlapping or juxtaposing of various competences.

There can be little doubt that one general use of translation is as a scaffolding activity, when L1 assistance is warranted, and there tends to be much mental translation in situations where L1 is excluded. On this view, one of the central techniques of any foreign language teacher is or should be “the sandwich technique”. It is the quickest way to make authentic classroom communication possible: statement in L2, restatement in L1, as a kind of whispered interpreting, and again in L2. The point is that students should be free to ask how to say things in L2, or should simply insert the L1 expression, rather than stop talking. Word equations can indeed be misleading, but an everyday reality shows that one-to-one equivalences are not an illusion, if we locate it at the level of collocations, word groups, and sentences.

However, quite different kinds of activities can be used at the other end of the scale, with learners who are able to use translation as a communicative activity that draws on some levels in all other language skills. The easiest way to start mediation / translation activities is from spoken interactions. Numerous simulated situations can

be created in class in order to get students to act as mediators, interpreters in roles where they are obliged to use L2 and L1 in order to create understanding. They simulate an interaction, for example between a journalist and a specialist on the topic chosen for the lesson. Students take turns to interpret what is said in the other language. They are allowed to ask for a limited number of repetitions or clarifications. This reduces the chances of misunderstandings. Gestures and facial expressions can be a useful way of getting around a point if students are stuck. One way to break with a literalist conception of translation and to adapt messages to the situation is to make students translate fast, and organize races between them. They will quickly learn how to render messages rather than words, and how to select the parts of the message that are most needed. Students are these days using many written modes of communication that are based on speed and features of spoken language. Short text messages, be they SMS on mobile phones or tweets on Twitter, are ideal for translation races.

In practical terms, written mediation also brings a number of beneficial aspects to the general process of language learning. Students should be required to: relay the key information in L2 or make a written comment in L2, using the L1 text as a stimulus; summarize, explain, interpret or freely render a L1 text into the target language. Comparing and reflecting on the various possibilities of translation, mediation provides deep insight into the nature of languages and cultures.

Mediation / translation skills are necessary in professional and educational fields, in public and in private domains in modern societies.

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FOSTERING PROSPECTIVE FOREIGN LANGUAGE TEACHERS' CREATIVITY THROUGH THE LIP DUBBING TECHNIQUE

In a changing world, there is a growing demand for creativity and innovation as 21st century skills. Creativity can be defined as the having of new ideas which are generated by individuals and teams, whereas innovation draws together new ideas and their implementation [1, p. 2]. Traditional education, with its focus on facts, basic skills, and test taking, is giving way to learning and teaching to solve emerging problems in new ways. B. Trilling and Ch. Fadel argue that creativity and innovation can be developed “by learning environments that foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures” [2, p. 57—58].

Prospective foreign language teacher education systems are also beginning to put creative and innovative thinking as a high priority in their desired outcomes for student learning. It is vital for language teachers-to-be to understand the creative processes and overcome the barriers to having new ideas and creative thoughts,

which is a liberating prerequisite of speech production and, on the other hand, is a good practice to follow in their own teaching. Students as creative thinkers should be able to *use a wide range of idea creation techniques*, for instance, brainstorming, approaching a problem from different angles, developing and adapting ideas from more than one source. The ability to *analyse, synthesise and evaluate* one's own ideas in order to maximize creative efforts is considered to be the key elements of creative thinking. Being *imaginative* is also part of being creative as it employs the skills of recalling, visualizing, foreseeing and fantasy [1, p. 20-26]. Yet another relevant skill – *collaboration* – implies communicating new ideas to others as well as incorporating group input and feedback into the work [2, p. 58-59].

Numerous learning activities have been designed to develop specific aspects of creativity and innovation in the foreign language classroom. One example in a song format is the lip dubbing technique. According to Wikipedia, the name of the activity comes from a type of video that combines lip synching and audio dubbing to make a music video. It can be made by filming individuals or a group of people lip synching while listening to a song or any recorded audio, then dubbing over it in post editing with the original audio of the song [3].

Lip dubbing can be used as an activity for teaching pronunciation to prospective English language teachers, primarily, for these reasons: firstly, it helps students to focus on articulation and sounds in a fun way; secondly, it exploits and develops students' digital literacy skills; and, thirdly, it enables students to think and act outside of the box, using their imagination, that is, to be creative. The objective of the technique is to memorise the song, then to plan and record a lip dub video. Being adapted from http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=4304), the step- by-step procedure of the activity can be split into nine steps, each of them emphasizing a certain creating thinking skill (see Table 1).

Table 1.

Using the lip dubbing technique to foster student creativity

Steps	Procedure	Creative skills involved
1	Students brainstorm different songs and record the audio of them.	Brainstorming as an idea creation technique
2	Students analyse their music preferences and vote for their favourite song.	Analysing one's own ideas
3	Students memorise the lyrics of the chosen song using recalling and visualization.	Recalling and visualizing as an imaginative thinking skill
4	Students watch several lip dub videos and analyse them in order to understand the concept of a lip dub video.	Analysing the information available
5	Students collaborate to make a plan for their lip dub video and foresee an outcome.	Collaboration Foreseeing as an imaginative thinking skill
6	Students put the elements of the song together and lip sync while the music of the song is played.	Synthesising Collaboration

7	Students set the scene for their video by changing or combining elements of reality and record it using the smart phone camera.	Fantasy as an imaginative thinking skill
8	Students work together to make the final video which will have the recorded audio dubbed on top of the action	Collaboration Synthesising Evaluating
9	Students share their video with other students and teachers through video platforms in order to get feedback	Communicating new ideas to others and incorporating feedback into the work

The effectiveness of the lip dubbing technique was experimentally tested with first-year students of the Institute of Philology and Journalism of Ivan Franko Zhytomyr State University. The procedure was based on the popular song “We are the World, We are the Children” and counted as a pronunciation course project. The results obtained testify to a considerable increase in the levels of student motivation, creativity and collaboration, which give grounds to recommend the lip dubbing technique as an effective way of developing prospective foreign language teachers’ creativity.

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НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ МАЙБУТНІХ ВЧИТЕЛІВ ПОЧАТКОВОЇ ЛАНКИ ОСВІТИ ЗАСОБАМИ ІМІТАЦІЙНО-МОДЕЛЮЮЧОЇ ГРИ

На початок ХХІ ст. англійська мова стала важливим засобом міжнародного спілкування, і українське суспільство відчуває гостру потребу у фахівцях різних галузей, у тому числі вчителях початкових класів, які активно володіли б іноземною мовою для вирішення своїх професійних та персональних проблем. Це означає, що вищі навчальні заклади повинні підготувати своїх випускників до спілкування в реально життєвих ситуаціях, навчити здобувати знання самостійно з метою вдосконалення в галузі обраної майбутньої професії.

Навчально-моделюючі ігри займають особливе місце на заняттях англійської мови тому, що ці ігри є ситуативними мовленнєвими вправами, у ході яких студенти набувають досвіду спілкування іноземною мовою, а головне

– соціолінгвістичну та соціокультурну компетенцію, оскільки спілкування включає не лише власне мовлення, а й жести, міміку, рухи та відповідну поведінку в різних ситуаціях. Під ситуативно-моделюючою грою ми розуміємо комунікативну гру, яка навчає норм спілкування, забезпечує оволодіння тими комунікативними одиницями, які необхідні під час перевтілення учня у представника певної соціальної групи, професії, тощо.

Імітаційно-моделююча гра поєднує в собі риси ігрової та навчальної діяльності. У навчанні англomовного усного мовлення імітаційно-моделююча гра є насамперед мовленнєвою діяльністю майбутніх учителів, у ході якої вони програють різноманітні соціальні та міжособистісні ролі та ситуації. Поняття соціальної ролі є елементом суспільних відносин: навколишнє середовище виступає по відношенню до людини як первинна соціалізація: у ній вона засвоює соціальний досвід, зафіксований у мові. Природні (невимушені) соціальні ролі в навчальних умовах зводяться до двох: викладач – студент, тому імітаційно-моделюючу гру слід розглядати з позицій студентів і позиції викладача [1, с. 23].

З позицій студентів імітаційно-моделююча гра є ігровою діяльністю, в процесі якої виконуються певні ролі, метою якої є здійснювана діяльність - гра, причому вмотивованість дій полягає у змісті діяльності, а не поза її межами. Навчальний характер гри студентами не усвідомлюється [1, с. 23]. Отже, з точки зору учнів імітаційно-моделююча гра є діяльністю, спрямованою на оволодіння іншомовним спілкуванням.

Метою імітаційно-моделюючої гри викладач вважає формування і розвиток в учнів мовленнєвих навичок і вмій. Імітаційно-моделююча гра є керованою, і навчальний характер вчителем чітко усвідомлюється [1, с. 24]. Вона володіє великими навчальними можливостями :

1. Імітаційно-моделюючу гру можна розцінювати як модель спілкування, так як вона імітує діяльність в істотних рисах та в ній, як і в житті переплітається мовна та немовна поведінка партнерів;

2. Імітаційно-моделююча гра має великі можливості мотиваційно-спонукального характеру;

3. Імітаційно-моделююча гра передбачає посилення особистісної причетності до усього, що діється.

4. Імітаційно-моделююча гра сприяє розширенню асоціативної бази при засвоєнні мовного матеріалу, так і навчальна ситуація базується на зразок театральних п'єс, що передбачає опис атмосфери, характеру діючих осіб і відносин між ними. Під кожною реплікою мається на увазі відрізок змодельованої дійсності.

5. Імітаційно-моделююча гра сприяє формуванню навчального співробітництва та партнерства. Адже й виконання передбачає охоплення групи студентів, котрі повинні налагоджено взаємодіяти, а жест, німа дія, якщо вона відповідає ситуації, заохочується всією групою.

6. Імітаційно-моделююча гра має освітнє значення, оскільки студенти знайомляться з технологією театру [1, с. 25].

Можна виокремити три компоненти імітаційно-моделюючої гри: ролі, навчально-мовленнєва ситуація, рольові дії [2, с. 74].

Ролі, які студенти програють на заняттях, можуть бути соціальними та міжособистісними. Добирати ролі для навчання діалогічного мовлення слід з урахуванням формування в майбутніх учителів активної життєвої позиції, кращих людських якостей: почуття колективізму, взаємодопомоги, милосердя, співчуття тощо. Характер навчально-мовленнєвої ситуації змінюється відповідно до набутих діалогічних вмінь

Рольові дії, що їх виконують учні, програючи певні ролі, є третім компонентом імітаційно-моделюючої гри [2, с. 91]. Як різновид ігрових дій, рольові дії органічно пов'язані з роллю – головним компонентом імітаційно-моделюючої гри – і складають разом з нею нерозривну основу, суть гри.

Слід зазначити, що найтипівішим варіантом діалогу є інтерв'ю, яке буде досить сприятливою імітаційно-моделюючою грою для учнів, тому що можна вивчити та підготувати заздалегідь різні варіанти початку та закінчення інтерв'ю:

Щодо основної частини інтерв'ю, то його можна поєднати з вивченою темою або з вивченою граматичною структурою, в алгоритмі діалогу можна ввести питання одного типу або різних типів тощо

Можна організувати інтерв'ю в групах – один кореспондент бере інтерв'ю в двох, трьох осіб, одна особа може давати інтерв'ю декільком кореспондентам. Кореспондент може брати інтерв'ю у цілої групи, вивчати якісь питання або проблеми та робити висновки. На різних етапах вивчення іноземної мови змінюється тема запитань, характер запитань та їх кількість, але основна схема імітаційно-моделюючої гри буде така ж сама.

Студентам можна також запропонувати початок діалогу, який потрібно закінчити і розіграти в якійсь певній ситуації. Наприклад, ситуація "Пошук роботи":

I am looking for a job.

What exactly do you want?

I wouldn't mind working at the hotel

Have you done anything like that before?

Студенти повинні за власною ініціативою продовжити цю розмову, враховуючи реальні умови спілкування, спираючись при цьому на зображення офісу з телефоном, комп'ютером, папками з діловими паперами.

За навчальною метою "Ski-trip" є груповою імітаційно-моделюючою грою, спрямованою на оволодіння діалогом-обговоренням, кожен із учасників має чітко окреслену роль.

Role 1. You are a Physical Training teacher, a Merited Master of Sport and a coach. You want to go on a six-day ski trip with the students. Discuss with them the route, food supplies choice of the participants. You must agree when and where to meet.

Role 2. You are a member of the team. You suggest another route avoiding the town, but it puts another 60 kilometres on the journey. You must agree on the direction of the route.

Role 3. You are a newcomer to the team. You are interested in the choice of the participants. You want to go on a trip. Give your reasons. You go in for different kinds of sport.

Role 4. You are an experienced skier. You had good training session. You are not sure if you should take a newcomer or not. Ask him questions on his sports hobbies. You must also agree when and where to meet, what food supplies to take.

Отже, ефективним прийомом і засобом навчання в оволодінні учнями соціокультурною та соціолінгвістичною компетенцією імітаційно-моделюючі ігри, які відбивають особистий досвід учнів, а також сприяють розширенню контексту їхньої діяльності. Важливим є той факт, що компоненти імітаційно-моделюючі гри, а саме ролі, навчально-мовленнєва ситуація і рольові дії тісно співвідносяться з компонентами особистісної підструктури учнів: їхнім життєвим досвідом, контекстом і мотивами діяльності, почуттями, світоглядом тощо, а тому імітаційно-моделюючі ігри мають ситуативний характер, який виявляється у реальних обставинах, що супроводжують гру. Крім того, імітаційно-моделюючі ігри-це умовна модель повсякденної спонтанної комунікації, яка включає в себе не лише вербальні, але й невербальні дії, тому застосування імітаційно-моделюючих ігор у набутті соціолінгвістичної та соціокультурної компетенції безперечно готує комунікантів до майбутньої діяльності та участі у спілкуванні.

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ФОРМУВАННЯ КРОСКУЛЬТУРНОЇ КОМПЕТЕНЦІЇ УЧНІВ – СТАРШОКЛАСНИКІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

Знання іноземної мови є важливою передумовою для особистих, культурних, професійних та економічних контактів. Сучасні психолого-педагогічні та методичні дослідження розглядають навчання іноземній мові як процес особистісного розвитку учня в контексті «полілогу культур» [3, с.7]. Практична мета навчання іноземній мові у загальноосвітній школі полягає у навчанні учнів міжкультурного іншомовного спілкування в межах тематики,

визначеної Програмою, так, щоб здобуті у школі знання з іноземної мови та сформовані мовленнєві вміння змогли забезпечити учням доступ до інших національних культур і тим самим до світової культури.

Старшокласник в міжкультурному спілкуванні – це особистість, що володіє вміннями та навичками успішної взаємодії з представниками іншої держави та культури, осмислення картин світу іншої соціокультури, готовність до вирішення конфліктів, що виникають у процесі спілкування, позитивне ставлення до мови, що вивчається та її носіїв. Наявність цих умінь і навичок вказує на готовність особистості до міжкультурного діалогу [2, с.100].

Оскільки в учнів - старшокласників з особливою силою проявляється прагнення до самоствердження, самовираження, до можливості відстоювати свої погляди та переконання, то саме комунікативна спрямованість навчання англійській мові і створення сприятливого психологічного клімату для спілкування є тими факторами, які на цьому етапі мають особливу значущість. У зв'язку з цим дуже важливо підбирати для уроків такий красномовний матеріал, що носить проблемний характер, стимулює обмін думками, спонукає до роздумів [7, с.22].

Представимо вправи на формування кроскультурних вмінь учнів старшої школи.

1. Asking questions for getting more information.

Клас ділиться на групи. У кожній групі обирається учень, який буде задавати питання. Він/вона повторює одне й те саме питання чотирьом учням, які стоять перед ним/нею. Вони дають стільки різних відповідей, скільки інформації можуть надати.

Example:

P1: Where did you spend your summer holidays?

P2: In Europe .

P1: Where did you spend your summer holidays?

P2: On the island.

P1: Where did you spend your summer holidays?

P2: In a comfortable hotel not far from Trafalgar Square.

P1: What city did you spend your summer holidays?

P2: In one of the most beautiful cities of Great Britain (in the capital of the UK) Etc.

2. Вправи на формування вмінь повідомляти інформацію по музичному представленню.

Listen to the music and say in what country it is popular.

What can you say about this country?

What music is popular in your own country?

Учні слухають Шотландську мелодію і визначають, про що свідчить музичне виконання під час Різдвяних свят у Великій Британії. Згодом учні розповідають про музичні твори, популярні під час Різдвяних свят в Україні.

3. Вправи на формування вмінь починати кроскультурне спілкування.

Teacher: I am a volleyball player from Birmingham. You are fond of volleyball and want to talk to me. How would you start the conversation?

Можна дати зразок початку розмови:

– Excuse me, please. My name is Taras. I study English and I am fond of volleyball. I would like to ask you a question or two if you do not mind it. Could you spare me a couple of minutes?

4. Вправи на формування вмінь брати інтерв'ю в однолітків.

Один з учнів – репортер, інший – відпочиваючий у шотландському юнацькому таборі (відпочиваючий в Карпатських горах, учасник спортивних змагань з бейсболу, учасник міжнародної конференції тощо) учень. Репортер задає питання, учень відповідає, інші учні беруть участь у бесіді, обмінюючись враженнями про особливості мови, традицій національної кухні тощо.

Put questions to your opponent.

Reporter: Where did you spend your summer holidays?

Nick: Oh, I went to the Kid's Camp in Scotland.

R: Did you make new friends there?

N: Yes, I did. I made a lot of new friends from all over the world.

R: What did you do there?

N: We took the Loch Ness boat tour, visited Urquhart Castle, took a look around the Visitor's Centre.

R: Could you join to the Sports Club or the Art Class?

N: Yes, we could. As for me I joined the Sports Club.

I took up football. My friend and some other children liked cricket and baseball.

R: What fun did you have?

N: We had a lot of fun there: quizzes, games, discos and films.

R: Did you like your being there?

N: Oh, we all had a fantastic time there and enjoyed our holidays. I learnt a lot of information about national traditions, tried a tartan kilt on and tasted national cuisine.

5. Вправи на формування вмінь шукати соціокультурну інформацію в певних джерелах.

Вчитель пропонує учням знайти інформацію в Інтернеті про країни, які їх цікавлять своєю своєрідністю, виділити відмінності від країни, в якій вони проживають та презентувати у вигляді проєктів, постерів, буклетів.

Search the Internet and find the information about Canada, the USA, New Zealand and present it in the class.

6. Вправи на формування вмінь обмінюватися репліками.

Вчитель оголошує, що до школи приїхали гості — ровесники з Великобританії (Франції, Німеччини, Франції).

Учні складають для них культурну програму, розповідаючи про те, що подобається їм і вивчають інформацію про їх уподобання.

Suggest going to the theatre in Kyiv. Say what you are interested in and ask him/her what he/she enjoys.

P1: I'm interested in variety show.

P2 (a foreign guest): I'm fond of folk music.

P1: If you are interested in folk music, I advise you to go to the «Ukraina», Palace of Culture, in Kyiv.

P2: Thanks a lot.

7. Вправи на формування вмінь дискутувати за заданими ситуаціями.

Read the statement “The more I see the other countries, the more I like my own one” and discuss it with your partner.

8. Вправи на формування вмінь закінчувати кроскультурне спілкування.

Listen to the phrase “Of course, visiting London is not the same as living in London” and express your opinion on it. Say if you agree with the statement. Give your reasons.

Формування кроскультурних вмінь виконується на основі дидактичних ігор, які дають можливість розглядати культуру, відношення до іноземців очима учнів, яким згодом доведеться вступати в міжкультурні контакти. Увага до культурних коренів і національних особливостей інших людей дозволила нам передбачити і прораховувати те, як вони будуть реагувати на пропозиції наших політиків, бізнесменів тощо. Практичне знання базових рис іншої культури (як і своєї власної) зведе до мінімуму неприємні сюрпризи (культурний шок), дасть учням необхідне розуміння, що дозволить перебороти колишні труднощі спілкування з представниками іншої країни [5, с.27].

Педагог повинен постійно удосконалювати процес навчання, що дозволяє дітям ефективно і якісно засвоювати матеріал. Тому так важливо використовувати дидактичні ігри на уроках. Вони допомагають спілкуванню, сприяють передачі накопиченого досвіду, одержанню нових знань, правильній оцінці вчинків, розвитку комунікативних навичок людини, її сприйняття, пам'яті, мислення, уяви, емоцій, таких рис, як колективізм, активність, дисциплінованість, спостережливість, уважність [9, с. 17]

Якщо методика формування кроскультурних вмінь учнів була дотримана, то на заключному етапі учні будуть вільними у виборі засобів та змісту їх висловлювань. Вони будуть сміливо брати участь у кроскультурній дискусії, починати розмову та підтримувати спілкування.

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Using Modern Technologies in Teaching Foreign Languages

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MULTIMEDIA PRESENTATION AS A PART OF ENGLISH LESSON

The article deals with the effectiveness of using multimedia presentations in the English lessons. Using multimedia presentations gives teachers an opportunity to intensify the process of teaching English. It promotes not only the development of students' creative skills but also the change in the lesson technology, making it more interesting and effective.

Nowadays information technology occupies an increasingly prominent place in our lives. Therefore, the use of computers in foreign language lessons is the need of time. A foreign language teacher who wants to comply with the passage of time should improve their knowledge not only in the field of methods and foreign languages, but in the field of new technologies. Over the last decade we cannot but note the growing interest shown by teachers to the new information technologies, including multimedia presentations. The inclusion of multimedia presentations in the English lesson outline helps to solve many methodological issues, expanding the set of pedagogical practices in teaching, adds new forms of organization of learning activities.

Multimedia presentation using dynamic visual and audio series allows conveying information about the product of one's activities in an easily comprehensible way.

Multimedia presentation is a special interactive technology, the combination of special hardware and software programs that can contain a text, pictures, graphics, slide shows, sound effects, and oral speech accompaniment, movies and animations. Nowadays multimedia presentation is one of the most common and useful means to illustrate educational material. It provides opportunities of making a learner's interaction with virtual objects or processes of cognition that are reflected on the screen. Researchers have studied presentation technology for years, and they "have looked at its impact on both educational processes and outcomes" [2, p.128]. While students generally respond more positively to presentation-enhanced instruction, the impact largely depends on how teachers use such tools [2]. One study by Siegle and Foster (2000) showed that using multimedia presentations helped boost student biology achievement scores. Additionally, and these were strong benefits found back in 2000, presentations can help students be active not passive learners, develop research skills, encourage cooperative learning and problem solving, and engage in

more meaningful learning [3]. Teachers who model well the use of technology for presenting also help train students in the application of such technology [1]. Solid research indicates that teachers should not discount presentations as a potentially effective tool for learning. The computer cannot replace the teacher in the classroom. It is necessary to plan the work with the computer carefully and use it just when it is really needed.

What are the advantages of multimedia presentation?

- combination of various audio and text video sets;
- the possibility of using the presentation as a kind of interactive multimedia board, which allows the teacher to more clearly integrate new lexical and grammatical (and possibly phonetic) material, as well as to support all types of speech activity;
- the possibility of using individual slides as a handout (table diagrams, graphs, charts, collages, paper prints, etc.);
- control over students' attention by animation effects and hyperlinks;
- the ability to use a variety of forms of organization of cognitive activities (frontal, group, individual);
- maintenance of cognitive interest of students, enhancing learning motivation and the effectiveness of perception and memorization of new teaching material;
- monitoring of knowledge and systematization of the material studied;
- training timesaving.

Multimedia presentations can be used by teachers while:

- presentation of information summaries: when trying to focus student attention or guide note-taking;
- demonstrations of materials for discussion;
- presentation of illustrative problems and solutions;
- practice screens: spelling and vocabulary review, states and capitals, etc.;
- assessment screens: pictures, essay prompts;
- brief tutorials: reviews of simple concepts like grammar or how to procedure;
- book reports: teachers can provide templates for students to fill in missing information;
- students' presentations of project work: a powerful strategy where students create individual or small-group projects and become experts of content by later presenting their work to the class.

Presentation slides can be used during the explanation, they should consolidate or create a problematic situation in the classroom. The selection of material for the presentation must conform to the principles of science, accessibility, visibility. The most productive presentation contains explanation or acquaintance and exercises to consolidate. Students can do these exercises with the help of a screen individually or under the teacher's guidance. The ability to show the correct answer allows the teacher to organize inter- or self-testing quickly and efficiently.

Using multimedia technology is a dynamic way in teaching and learning the language that motivates students and makes the activities more enjoyable. For example, a lesson - journey to one of the English-speaking countries could be

supplied with colorful photos, maps, itinerary and can become an unforgettable experience for the students of grade 6 (topic “Around the United Kingdom”). It offers a sense of reality and functions very well, which greatly cultivates students’ interest.

The English lesson is good for integration with other school subjects and may even go beyond them. Creative teachers are able to combine the subjects of English and history, music, biology, ecology, art, geography, etc. The list of items is limited only by the interests of the teacher and the students. Thus, as an example there could be the integrated lesson of English and ecology “The Earth is in Danger. Environmental Problems” (the 10th grade) that allows students to express their attitude to the problem of environmental pollution and to find a way out of the impending disaster to mankind.

Creating projects students can pursue different goals and ways to demonstrate the end result using Power Point Presentation. It helps each student to improve the skills of working with the program and be creative. Preparation of the project using the PPT (and other programs) teaches students to apply all the knowledge acquired in the classroom, materials of the Internet and other sources in practice creating their own unique design. A particularly striking example of this lesson can be a lesson-project “Sounds of Music” for the 11th grade.

The most common type of the lesson where the multimedia technology can be implemented organically for explaining home assignment or the material for listening comprehension is a combined lesson. Students might be engaged in a teacher-led question and answer session, watching a video, doing research using books and the internet, taking part in a role play or debating and a number of other activities in preparation for the final task.

The use of modern technology in the educational process creates favorable conditions for the formation of the personality of students and meets the needs of modern society. Multimedia presentation optimally and effectively corresponds to the triune didactic goal of the lesson:

Knowledge-based aspect: to gain knowledge, to form the students’ skills and abilities needed for training activities.

Developing aspect: to develop students’ informative interest, creative thinking, the ability to synthesize, analyze, compare.

Educational aspect: to develop scientific outlook, the ability to clearly organize independent and group work and raise a sense of partnership and mutual assistance.

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FLIPPING THE COOPERATIVE CLASSROOM BY MEANS OF TED-ed ONLINE RESOURCES

The world develops very fast and the changes that happen around us have to be taken into account in all educational institutions. Teachers have to use up-to-date resources, constantly increase their level of professional competency, and moreover they have to be able to keep up with the modern students.

Among variety of ways of structuring work during the class, a cooperative learning can be called one of the most powerful tools if used in a proper way. *Cooperative learning* – is an educational strategy based on group-work and, the main feature of it is a *structured collaboration* of all members of each small group with the purpose of mutual help in the process of learning and optimization of interaction [1]. A plus of cooperative learning is the fact that there are many methods to choose from both for novice teachers and for experienced ones. The other plus is the availability of a huge number of resources on cooperative learning which can come in handy for any topic or student's skills level. Furthermore, the usage of cooperative learning in the classroom can be extended by means of online resources.

The ability to engage students in the educational process outside the classroom with the help of online resources and digital devices is a huge advantage of modern education. In the cases when there is a lack of class time for covering certain theoretical material and when a teacher is eager to devote more time to active interaction during the class a flipped learning model can become quite beneficial.

In the Flipped Learning model, teachers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies [2, 3]. Teachers record and narrate screencasts of work they do on their computer desktops, create videos of themselves teaching, or curate video lessons from internet sites such as TED-Ed and others [2, 3]. Flipped learning model allows teachers to focus what students understand or don't understand in the process of active interaction in a cooperative face-to-face mode instead of lecturing content which students can cover on their own.

TED-ed website is a collection of video lessons developed by the teachers from all over the world. TED-ed enables any teacher to use this large database of video lessons in a variety of topics. Besides, any teacher can develop his/her own lesson using a video from YouTube or upload his/her own recorded lecture. Such tools as "Watch", "Think", "Dig Deeper", "Discuss" provide students with tasks a teacher wants to assign them (e.g. multiple choice questions to check understanding, research and discussion topics etc.) and monitor them (*Fig. 1*).

The algorithm of flipping a cooperative classroom with the usage of TED-ed video lessons would presuppose the following stages:

1. Class 1. Pre-teaching a certain topic in a cooperative learning groups during face-to-face interaction.

2. Class 2. Choosing a relevant video which would cover the a new information within the pre-taught topic for home assignment and explaining students the peculiarities of the website.

3. Students watch the video and do the tasks at home.

4. Class 3. Structuring the cooperative group work on the topic of the video.

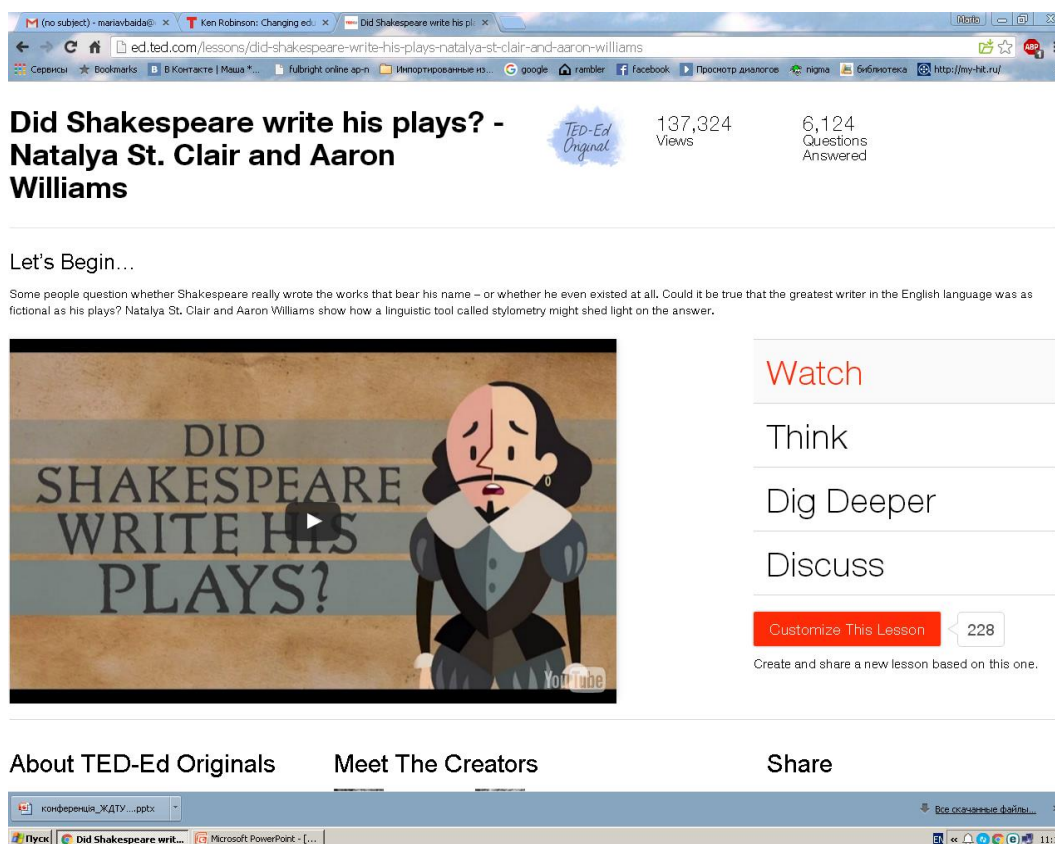


Fig. 1. Example of the TED-ed video lesson [4].

To sum up, a modern teacher can choose from a variety of educational methods and online resources to engage his/her students into active educational process. Blending cooperative and flipped learning can make students more independent in acquiring knowledge and, as a result, increase positive learning outcomes.

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METHOD OF PROJECT IN TEACHING FOREIGN LANGUAGES

In recent years, the issue of the application of modern technologies in high school is becoming increasingly important. It is not only new hardware, but new forms and methods of teaching, new approaches to teaching foreign languages. The main goal is to show how technology can be used effectively in order to improve the quality of teaching foreign language, the formation and development of students' communicative culture, training practical mastery of a foreign language.

As we entered a new millennium, the ability and the need to understand and communicate with each other have become increasingly important. To meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills.

The article deals with the analysis of the project work methodology as an integrated pedagogical and language activity that successfully combines simulations, role-plays and various forms of discussion. The research focuses on the project work methodology functioning in English studying process.

The teacher's tasks are to create the conditions for practical language learning for each student, to choose such methods of teaching that would enable every student to show their activity, their creativity, to increase students' cognitive activity in learning foreign languages. The use of modern tools such as computer programs, Internet-based technologies, as well as cooperative learning and project technology can solve these problems. [1, c. 5]

Recent approaches to language learning and teaching stress the importance of cooperation among learners as a motivating factor. Project approach focuses not only on interpersonal relationships but also on the involvement and development of the individual. The more fully the student is involved in an exercise, the more likely he or she is to see the work through to the end, and to benefit from it.

Project learning is a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups or even alone. Because project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they're studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

Project work provides an opportunity to develop students' creativity, imagination, enquiry and their self-expression. It must rank as one of the most exciting teaching methodologies a teacher can use. It truly combines in practical form both the fundamental principles of a communicative approach to language teaching and the values of good education. [2, c. 17-19]

The most detailed definition of "project" we can find in The New Penguin English Dictionary [7, c. 340]:

1. A specific plan or design; a scheme

2. A planned undertaking; e. g.

a) a piece of research with a definite plan

b) a large or complex piece of work

c) a task or problem engaged in use by a group of a students, especially to supplement and apply classroom studies.

The main purpose of the use of this innovative approach is the ability to effectively master students' foreign communicative competence. It includes the following concepts: [3, c. 102]

verbal competence is creating an opportunity of manifestation of communicative skills in all forms: listening, speaking, writing, reading, translation within a specific topic;

socio-cultural competence is the formation of ideas about the social and cultural specificity of the target language;

linguistic competence is students' acquisition of lexical units relating to the topic as a necessary basis for registration of speaking abilities;

educational and cognitive competence is the improvement of educational activity on mastering of foreign languages;

compensatory competence is formation of skills of overcoming difficult situations in a shortage of linguistic resources.

Project work leads to purposeful language use because it requires personal involvement on the part of the students from the onset of a project, students, in consultation with their instructor, must decide what they will do and how they will do it, and this includes not only the content of the project, but also the language requirements. So from this point project work emerges as a practical methodology that puts into practice the fundamental principles of a communicative approach to language teaching. It can thus bring considerable benefits to our language classroom, like:

- Increased motivation- learners become personally involved in the project.
- All four skills, reading, writing, listening and speaking, are integrated.
- Autonomous learning is promoted as learners become more responsible for their own learning.
- There are learning outcomes-learners have an end product.
- Authentic tasks and therefore the language input are more authentic.
- Interpersonal relations are developed through working as a group.
- Content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learner centred.
- A break from routine and the chance to do something different.

The success of project work depends on planning and organization that students and a teacher deal with together. [4, c. 65]

I consider the characteristics of a project according to Legutke and Thomas [6, c. 169] as the most sententious and applicable in various subjects. They say that preparation and follow up are reflected in these stages of a project's development:

1. Opening
2. Topic presentation
3. Research and data collection
4. Preparing data presentation
5. Presentation
6. Evaluation

Assessment of project work is another difficult issue. We should not correct mistakes on the final project itself, or at least not in ink. It goes against the whole spirit of project work. A project usually represents a lot of effort and is something that the students will probably want to keep. It is a shame to put red marks all over it. This draws attention to the things that are wrong about the project over the things that are good. On the other hand, students are more likely to take note of errors pointed out to them in project work because the project means much more to them than an ordinary piece of class work. There are two useful techniques to handle the errors:

- Encouraging the students to do a rough draft of their project first. The students can then incorporate corrections in the final product.
- If errors occur in the final product, correcting in pencil or on a separate sheet of paper attached to the project. A good idea was suggested by a teacher in Spain to get students to provide a photocopy of their project. Corrections can then be put on the photocopy. But fundamentally, the most important thing to do about errors is to stop worrying about them.

Projects are real communication. When we communicate, we do the best we can with what we know, and because we usually concentrate on getting the meaning right, errors in form will naturally occur. It is a normal part of using and learning a language. Students invest a lot of themselves in a project and so they will usually make every effort to do their best work. [5, c. 106]

Summing up, it is necessary to say that in contrast with traditional ways, the usage of innovative forms of learning devotes a major role to a student towards gaining knowledge.

Furthermore, the teacher should not solve only educational tasks, but also he or she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. The implementation of innovative methods in teaching is an essential prerequisite in solving educational problems. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process.

An old Chinese proverb states: "I hear and I forget, I see and I remember, I do and I understand". Project method makes student not just hear and see but do and act and consequently understand and realize.

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EFFECTIVE WAYS OF TEACHING ENGLISH VIA SKYPE

Modern technologies are everywhere. We can experience both positive and negative sides of the overpowering impact of IT on our lives. Though we meet with friends less, we communicate with them more. How can it be? The answer is: with the help of technologies. Mobile phones, e-mail, different social networks, and, without doubt, Skype have become an integral part of not only the everyday life of people, but of other spheres as well. Education is not an exception.

Learning English via Skype so far is a novelty in teaching foreign languages and not all people have experienced such ways of learning and teaching. Teaching via Skype is a new level for creativity, and it gives teachers new opportunities and advantages in focusing on best practices and innovations. As for students, they belong to the digital generation, and they deserve to be taught with 21st century technology. Even without teachers, they find ways to learn languages using Skype. Students in different parts of the world are paired up, and each is a native speaker of the language that the other wishes to learn. In conversations over Skype they alternate between the two languages.

Our study, however, shows that almost 70 per cent of the respondents claim that in spite of the fact that it is cheaper to learn a foreign language without a teacher, they prefer learning under the guidance of an experienced teacher. Money does not matter in the case of real need to be motivated and controlled by a teacher.

Our experience in teaching foreign languages via Skype allows us to make some recommendations.

The most common tools used in teaching via Skype are Microsoft Office and Google Docs (while working with texts), audio and video materials of any kind.

Consider every step and type of the activities which should be employed at the lesson. Before the lesson the teacher sends all the necessary materials (texts, audio and video) to the student. When the class starts, any file can be used by the teacher sharing screens.

Microsoft Office and Google Docs give the opportunity to work (explanation, drilling, revising) with grammar rules, examples and exercises, vocabulary, word formation, speaking patterns, etc. Possibility of colouring the parts of the texts, which should be paid more attention to, adds more effectiveness to the process. It is reasonable to use different colours for different purposes. For example, red - mistakes, green - new words and word combinations, yellow - grammar points, etc. As a result, such visualization helps the student remember the most important features of the given material.

Audio and video are successfully used in teaching via Skype, almost in the same way as in a traditional class. For lower levels they should be authentic but still educationally-oriented (standard English, low speed of speech); the higher the level of the student's knowledge is the faster the speech and the more diverse the accents and pronunciation of the audio and video are. Application of authentic materials has lots of advantages: students get used to listen and understand different people from all over the world speaking in natural environment and situations (based on the material studied).

We believe it unreasonable to do written tasks during on-line classes, because the speed of student's typing can be very low and it turns out to be just a waste of time. In fact, learning English via Skype provides more live communication, not writing. However, written homeworks are of great importance, and analyzing mistakes at the next lesson is a good way of revising the material of the previous lesson. For corrections the teacher can use the Skype function "Demonstration screen", which replaces a real whiteboard in the classroom.

Like any other method of learning foreign languages, lessons via Skype have both advantages and disadvantages.

Students learning English by Skype can do so from any location with a fast Internet connection. This is especially convenient in cases where they need intensive language study, for example, more than 3 times a week. So, studying English online allows to develop language skills in the most comfortable environment.

Besides, E-learning involves zero travel time so more energy can be devoted to actually studying. And it is a possibility to save physical resources — on transportation, on paperwork. Study materials such as texts, tables, audio, video, presentations, or any others can be transferred from the teacher to the student instantly without any additional expenses.

It is also obvious that one-to-one tuition ensures rapid results and an individual approach to study.

Speaking of disadvantages, it should be mentioned that learning English via Skype largely depends on the proper operation of equipment and an Internet connection. Without them, effective lessons are impossible. Experienced teachers recommend for easy learning process to use the headset, so background noise

interfere neither the student nor the teacher. Generally, the main factors for successful learning English via Skype are student's dedication, desire to acquire knowledge and perform all the tasks of the teacher, without which one cannot succeed in learning a foreign language [1].

For those who finally decided to use Skype (both teachers and students), there are various resources on the Internet. The following sites have wonderful materials if you don't feel like re-inventing the wheel. One outstanding find is the **English Out There** initiative by Jason West who has created six-level courses of English that incorporate the use of social media for fluency development, confidence-building and social/emotional engagement. **ESOL Cambridge** has free online exam materials for teachers and other online preparation courses. The British Council also provides a lot of online support for **IELTS preparation**. Other great resources can be found at **busyteacher.org**, **EFL classroom 2.0**, and **TeachersPayTeachers.com** [2]. Numerous tips for teachers, students and even parents who want to use Skype for teaching and learning English not only one-to-one, but also in the classroom or at home can be easily found on the following site: <http://www.teachingdegree.org/2009/06/30/50-awesome-ways-to-use-skype-in-the-classroom/> [3].

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THE PROBLEM OF LISTENING COMPREHENSION MOODLE COURSES DEVELOPMENT FOR FUTURE INTERPRETERS

For the majority of higher educational establishments worldwide, the use of information and communication technologies directed at creating online distance courses, has acquired its significance and actuality.

It has been proved that online education positively influences students' approach to learning foreign languages. The use of modern information technologies in teaching future interpreters facilitates successful mastering the foreign language, promotes easier learning a foreign language and makes this process interactive, communicatively-oriented, interesting and individual [2].

Due to the system organizational interaction between the teacher and students, ability to provide contents structuring, material modularity, self-assessment and interactivity of learning [1], Moodle, which stands for Modular Object-Oriented Dynamic Learning Environment, is a versatile system for teaching interpreters.

Moodle is essential for translation teachers focused on practicing listening comprehension skills of future interpreters, uploading various formats of files in a free, open-source web application for producing modular internet-based courses [4].

Modern teachers all over the world implement into practice their Moodle distance courses. Analysis of the problem of listening comprehension Moodle courses development for future interpreters has shown that second-year interpreters of the Department of English Philology and Translation named after D. I. Kveselevych of Educational and Research Institute of Foreign Philology of Zhytomyr Ivan Franko State University use Moodle English Language Practice Course (authors: Asmukovych I., Babchuk Y., Bilinsky D., Gyzha I.), which corresponds to all the normative legal documents issued by Ministry of Education and Science of Ukraine. The abovementioned course consists of the News Forum, twenty-three topics, tasks to the texts (true or false, complete the sentences with the words listed below, cross out an odd word, fill in a preposition if necessary, etc.), and final tests.

An educational distance course for the first-year students “Move Ahead through Movies!” (author: Gaidash A.) *has been worked out and introduced* at the Translations Department of *Humanitarian Institute of Borys Grinchenko Kyiv University*. The course is aimed at improving reading, writing and listening comprehension skills through modern USA movies. Placed on Moodle, the educational distance course consists of six movies (“The House of Mirth”, “Mona Lisa Smile”, “Avatar”, “Ratatouille”, “Groundhog Day”, “The Devil Wears Prada”) and pre-watching, while-watching and after-watching tasks which are aimed at communicative, linguistic, and socio cultural competence formation.

A Moodle distance course (author: Panteeva O.) for second-year students of Foreign Languages Faculty of *Buryatsky State University* is based on the problem solving approach and focuses on the development of listening comprehension skills. It comprises eight audio works of art and a set of tasks to them. Due to the lack of classroom hours, students are unable to listen to long audio records followed by their further discussion. The Moodle course suggests making oral or written monologues based on the audio files uploaded on Moodle [3, c.115].

The audio course placed on Moodle is being developed at the Department of English Language of Translator's Faculty of Kyiv National Linguistic University in order to improve listening comprehension skills of future interpreters. The course contains audio/video episodes and podcasts on three module topics: “Mass Media”, “Theater”, “Medicine” and a set of tasks: multiple choice, gap filling, multiple matching, crosswords and others. Such Moodle activities as Chat, Hot Potatoes Quiz, Glossary, Wiki provoke improvement of future interpreters’ listening skills.

It has been proved that future interpreters' listening comprehension Moodle courses simplify the educational process, favour the students’ readiness for their

professional activity, increase their listening comprehension competence, allow the students improve their listening skills individually at the convenient time.

When designing a Listening Comprehension Moodle course, teachers should be guided by innovative, integrated and communicative principles, take into account psychological characteristics of the future interpreters and their ability to do Moodle listening tasks on their own.

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THE ROLE OF INTERACTIVE TECHNIQUES IN PROSPECTIVE FOREIGN LANGUAGE TEACHERS' PROFESSIONAL TRAINING

Prospective foreign language teachers' professional training in higher educational institutions is currently based on the requirements set by a number of state documents, including the State National Program "Education. Ukraine: 21 Century" and the Ukrainian Law on Higher Education, as well as on the principles of

the new language policy in Ukraine. Accordingly, the priority is given to interactive learning and teaching.

The analysis of learning viewed as a holistic process aimed at incorporating joint efforts by all the participants and information modes of teaching [1, p. 21] makes it possible to state that interactive learning and teaching should be implemented when training prospective foreign language teachers. Interactive learning and teaching [3, p. 10] implies an active and equal partnership of learners and teachers in the process of their joint activity. Moreover, we think that self-improvement, self-development and self-education need to be added to the characteristics of the phenomenon reviewed.

Addressing the problem of the selection of efficient techniques for training prospective foreign language teachers, the following characteristics of their training should be considered: dialogic approach, teaching styles and teacher's roles. Dialogic approach presupposes using dialogue as a means of assimilating and constructing knowledge. The main interaction styles presuppose cooperation, co-creation, peer learning, competition and guidance. Among the roles of a foreign language teacher those of a facilitator, an instructional designer, a mediator, and an expert are singled out. The definitions of interactive techniques and the characteristics mentioned that have been analyzed [2; 4] give grounds for using interactive techniques in the 21st century teacher training model.

Under the term **interactive techniques** we understand a complex of successive pedagogical operations and methods, consisting in active interaction and aimed at achieving pre-planned results in the process of learning a foreign language. Interactive techniques provide a collective complementary learning process centred on the participants' cooperation and their active communication. When using interactive techniques, priority is given to interactivity and authenticity of communication carried out in a cultural context. We rely on the following types of interactive techniques: interactive techniques of cooperative and collaborative learning, case study and discussion techniques. It should be noted that all the types of the techniques under consideration can be potentially realized in face-to-face computer-mediated communication.

Interactive techniques of cooperative learning presuppose communication in small groups. The results of completing a task depend on the active participation of every student for they have definite roles and contribute toward goals set. Interactive techniques of this type include "Merry-go-round", "Aquarium", "A Circle of Ideas", "Blender", "Cubing", "Joint Project", "Web Quest" and others. *Interactive techniques of collaborative learning* engage learners in group communication, when they attempt to learn something together. "Brainstorming", "Microphone", "Jigsaw Puzzle", "Looping", "Discussion Clock", "Running Dictation", "Speed Dating", "Teleconference" can be referred to this type of techniques. *Case study interactive techniques* are aimed at building interaction by including participants in the activities within specific real-life or constructed situations. Case study techniques include simulations and role plays. *Discussion interactive techniques* are used to collectively study controversial issues or situations in the process of interaction. A specific

example of this type of techniques is a panel discussion of the problems suggested. In the course of communication, participants can understand the essence of the issues discussed, start reflecting upon them, determine their roles regarding these issues, handle the arguments and clarify their values and beliefs. Discussion interactive techniques include group discussions on different topics and in different forms, for example, talk shows or debates.

So, the interactive learning techniques under consideration facilitate prospective foreign language teachers' professional training. The problem of applying them when teaching in secondary schools is outlined for further research.

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USING FILMS AS AN AUTHENTIC MATERIAL IN EFL CLASSES

It is quite tempting to rely solely on an ESL textbook under the belief that it has been tried by professionals and it is, thus, the best for our students. However, upon taking a closer look at the material in the textbook, it often looks or sounds forced and unnatural, so it becomes necessary to supplement the textbook with authentic material.

Anything that was written or recorded in English without the purpose of teaching English as a second language is authentic material. Authentic material is the most interesting kind of material for English language learners since it shows how the language is used in everyday interactions. Nowadays, most ESL students have already come into contact with some kind of authentic material either through music, the Internet, television, movies and other media, so to be able to understand the language used in day to day media is usually one of their goals. Using challenging authentic material in the ESL class will motivate students to continue in their learning process and help to liven up your class.

The following is a compilation of authentic material sources; however, it is not an exhaustive list, since more and more material gets created on a daily basis.

- Ad Banners, advertisements, billboards
- Catalogues, college and university brochures, flyers, travel brochures
- Movies, scripts, commercials
- Radio shows, newspapers, Internet websites, magazines, TV shows
- Social media, You Tube, Phonebooks
- Ticket stubs, manuals, menus, maps
- Greeting cards, horoscopes [2]

The English used in authentic material is natural and its sole purpose is communicating whatever the material was created for, rather than teaching a particular structure. This can make the overall language in the material a little challenging, especially for students in beginner or lower intermediate classes; however, authentic material is an excellent source of new vocabulary. In fact, the interest level rises so much when students are presented with authentic material that their need for comprehension compensates for the difficulties they encounter.

This article will be following a Task-Based Learning format and for this there will be two pre-tasks, a Task stage – that will include the task as well as a report – and a Language focus stage. The skills that this article will focus on will be listening and speaking with a chance to expand it on a following lesson to reading and / or writing depending on the level of the students and their interest in this topic.

To get the students interested in the material and as a kind of **warm-up**, students will watch the clip without sound. This kind of silent viewing allows students to focus on what is happening without worrying about understanding the language. Also, it allows you to ask the students to discuss in small groups and predict what the characters are talking about. If there are lower level students you can do the same kind of **pre-task**, but you should expect shorter answers with less details. You can also make bigger groups of students or provide them with cue cards with some hints or information on the characters. If students have an advanced level of English they could write the characters' lines and read them out loud while watching the silent clip. For this kind of activity it is crucial to pick a short enough clip without too many exchanges so that students do not get lost trying to keep up with the pace of the video.

Once the first pre-task is complete, you can play the clip with sound and give the students a quick listening exercise so they can practice their listening skills. Having to complete blanks in the character's lines will ensure they pay attention. For lower level students you can provide the vocabulary words in a box for them to choose from. You can also add some extra words to increase the difficulty. For students with a higher level just increase the number of blanks or ask students to predict what the words will be before watching the clip with sound.

Once the students have watched the video and understood the character's point of view on a specific topic – and how it suddenly changes, they can work in pairs or small groups to create a list of the reasons why they agree or disagree with her original point of view. It is important to make sure that students comprehend the character's point of view and what happens in the clip before the task can be carried out. If the students have a lower level, you can ask them to work in bigger groups so they can help each other formulate their opinions. Also you can make vocabulary available on the board prior to their discussion. It might even be necessary for students to check the meaning of the words the character uses and their connotation before the task can be introduced. If the students have a higher level you can ask students to argue both sides or predict what will happen in the next scene after she suddenly changes his/her point of view.

In the **Report stage** of the lesson students present their lists and explain them. It is very important to make sure all students have a chance to speak so that the task is effective.

During the **Language Focus stage** of the lesson elicit from students the expressions they need to learn in order to express their opinions efficiently. For lower level students you can provide the list of expressions and their meaning and ask the students to match them. If students know some of the expressions you can complete their list and ask them to check the meaning of the new expressions in their dictionaries. For advanced level students you can even ask them to discuss the difference in register in the variety of expressions used to express opinions, agree and disagree.

During the **Feedback stage** of the lesson you can explain to your students which expressions are preferred in which situations and what is the most effective way of expressing their opinion and why.

Depending on how much the students enjoy the class and the material you can extend this to a second class in which lower level students can create an opinion poster, intermediate level students write an opinion paragraph and advanced level students complete a reading comprehension exercise or write an opinion essay.

Activities used in different lesson stages:

- Watch a trailer to the film and give the prediction what is the film about (what kind of a film it is, name the family members, do they look like...?, give the adjectives to the story etc.)
- Watch an episode from the film and give the adjectives concerning the feelings of the character, his/her appearance, surrounding etc.
- Give for watching an episode without the audio track for one group of students and another episode for the other group, and then they must retell the film's events to each other.
- Find the soundtrack to the film from the list.
- Write the script of the episode, read it from the main character perspective, sound the movie instead of the audio.
- While films are being made they often have a working title. Match up the working titles with their real film titles.

- Match the birth names of the following actors with their screen names.
- If you could give yourself a screen name, what would you call yourself?
- A tagline is like an advertising slogan and is used to help market a film. It is a memorable phrase that gives an idea of what type of film it is and what the film will be about. They are most often found on film posters. On which film poster would you see the following taglines? Write your own film taglines.
- Name the actors who said the following lines and in what films.
- Match lines from romantic films with the film titles. Two of the quotes may come from the same film. Then decide which line you think is the most romantic.
- You can freeze-frame the picture for describing the elements of it.
- You can use the zoom device to focus on a particular aspect of the picture content [1].

In conclusion, authentic materials from movies have an indefinite number of uses for all kinds of lessons and levels. When we include authentic material in our ESL lessons, the way students learn is more natural and resembles acquisition of the language rather than forced learning of certain grammatical structures.

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AN ALGORITHM FOR DEVELOPING STUDENTS' COLLABORATIVE WRITING SKILLS USING WIKI TECHNOLOGY

Computerization of language education has become a priority for foreign language teacher education. In scientific literature there appear numerous studies in which researchers develop methods of teaching a foreign language on the basis of modern information and communication technologies. One of these ways is the use of Web 2.0 tools. The term refers to a second generation of World Wide Web, making it available for people to collaborate and share information online easier. Web 2.0 is also about revolutionary new ways of creating, collaborating, editing and sharing user-generated content online.

Wiki technology being a component of Web 2.0 services provides active learning opportunities in a web-based environment. The purpose of a wiki is to facilitate participation in an online environment by a group of people who care about the content of the webpage. Each registered user of the service can participate in creating, editing, updating and deleting content of the wiki (including text material,

images, photos, audio and video files, links to other resources on the Internet, etc.), as well as going back to the original version of wiki pages [2]. The editing of wiki pages does not require additional operations in the browser. Members of a wiki community can also build and develop different content associations by creating numerous links between wiki pages.

Wiki technology has a number of distinctive didactic characteristics, namely: *publicity* (wiki document is available to all participants, no matter how far they are from each other); *nonlinearity* (the content of the wiki page can be changed asynchronously by any member of the group); *access to the history of the document* (each participant can go back to the earlier version of the document, as well as to trace any page changes); *multimedia* (participants can use materials in various formats: text, graphics, photo, video, audio etc.); *hypertext structure* (users can create internal and external hyperlinks).

By using wiki technology teachers can create favourable didactic conditions for the formation of a single document by many users. This Internet technology can be used in the classroom for developing student's collaborative writing skills [4]. In cooperative learning, students work together in small groups on a structured activity. Participants are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups solve the problem, create a product and learn to work as a team. As a project activity, the technique for developing students' writing skills using wiki-technology requires a clear sequence of steps. We suggest a specially designed algorithm for the organization of students' collaborative writing activity using wiki technology.

The algorithm includes following steps: *Step I. Preparation* (introduction to wiki technology, registration on the wiki server, familiarity with the rules of using the wiki server and internet security issues); *Step II. Procedure* (choosing the topic and selection of materials for a wiki document, creation and publication of the document, wiki document presentation); *Step III. Evaluation* (students' self-evaluation and teacher evaluation).

Incorporating wiki into the classroom provides a very different kind of learning experience for students. With this tool, if integrated properly into foreign language lessons, teachers can create a more engaging, interactive and motivating learning environment for their students. Using wiki document in the foreign language classroom according to the above-mentioned steps creates conditions for developing students' collaborative writing skills. Students are also encouraged to demonstrate their talents and abilities while creating presentations using wikis.

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POETRY IN THE CLASS AS ONE OF THE ACMEOLOGIC METHOD IN TEACHING STUDENTS A FOREIGN LANGUAGE

Today our modern world requires new personalities – more sociable, creative, and independent with extraordinary thoughts and minds. Nowadays, **acmeologic approach** in the sphere of education is perfectly obvious and our educational establishment is researching and working on this problem, it is providing into the sphere of our educational process, because it could transfer teaching from the state of functioning into the state of developing. Developing means better understanding of the educational necessity for every human-being in different spheres of life.

Acmeologic approach is one of the most progressive and promising for modern schooling system. The essence of it is to make a complex research and restoring the individuality when the personal and subjective characteristics are analyzed in unity in order to help and allow everybody increased the upper levels.

Moreover, there are some problems arose: prospects of creating acmeologic school; effectiveness of acmetechniques; “acmeologic culture” as the main requirement for developing school.

These days, there are a lot of various types of means and techniques in teaching different subjects. But the specific features of acmeologic techniques are individuality in human developing, his professional orientation, his specification of the inner world and physical abilities.

The main task of acmeologic techniques is to create and consolidate the necessity of personal growing and developing that help to reveal himself in different spheres of modern life and society.

There are some acmeologic techniques (by Antropova L.V.):

- role-play (games, techniques of game modeling);
- techniques of psycho-consulting;
- techniques of developing education;
- techniques of personally oriented education;
- method of project work.

The teacher of Acmeologic School should be a researcher; he or she should be aware of analytical thinking, define the main goal and tasks of his or her activities; the teacher should plan the methodological work according to the

curriculum, focus attention on personal or individual inquiries of education. But at the same time the professional teacher of modern schooling system should follow the state requirements of the subject curriculum (for example Learning Foreign Languages): its principles, aims of education (speech competence, sociocultural and sociolinguistic competence, and strategic competence), methodological principles of modern teaching and learning (communicative approach is the main in LFLs), evaluation etc.

So, I want to correlate the method of poetry of teaching foreign language as one of the acmetechniques and developing the modern lesson of learning foreign languages. Firstly, the method of poetry is considered to be one of the most effective techniques on all levels of learning foreign languages. There are some difference in the content, tasks and the essence of each grade. Today the essence of poetry technique is to include the children in the process of imagination, activation of passive and active vocabulary units which have been learnt or are under the process of learning.

The development of the socio-cultural competence includes the formation of socio-cultural knowledge and skills. The socio-cultural knowledge includes linguistic component (it comprises acquisition and proper usage of non-equivalent lexis and background lexis; awareness of socio-cultural conventions governing the use of linguistic function) and non-linguistic component (it includes information about society of foreign speaking country

Exactly this poetry technique could help children to enrich their knowledge, to develop their socio-cultural skills, to improve their speaking and socio-linguistic competence and of course to encourage every student to improve himself and open their secret talents.

The following example of the poetry in the class for pre-Intermediate or Intermediate leaners will help us to understand the importance of this technique for the modern teaching foreign language.

I. Acrostics

■ Write your name in vertical or horizontal formation (e.g. IRINA). Think of a word or words to describe yourself or your features of character for each letter. Then share your poems with the others.

■ e.g.

■ Interesting

■ Romantic

■ Intelligent

■ Naughty

■ Active

■ The teacher can use this technique as a warm-up activity (at the beginning of the lesson): Write the theme for the unit on the board (Ukraine, Travelling, Advert etc.) Think of the words that describe these notions.

e.g. UKRAINE (unusual, kindhearted people, rainy days, icy roads, not young, echoes of the past).



II. Lantern

This type of poetry in the class consists of 5 lines. Each line includes the definite number of syllables, and the rhyming is not obvious. The form of the poems reminds a lantern.

- 1 syllable My
- 2 syllables crazy
- 3 syllables hungry dog
- 4 syllables ate my good shoes
- 1 syllable Ouch!

III. Ode

This technique is based on description of an object or living-being answering the given questions for each line in a prompt.

- The pattern:
- Name an object you'd like to write about.
- Write 2 adjectives to describe it.
- Where is it?
- Repeat its name.
- What is it doing?
- How is it doing? (write adverbs)
- Repeat where is it?
- Repeat the two adjectives
- Add two more adjectives
- Repeat the name again.

e.g. Ode to Education

Education

Hard, necessary

In our schools, colleges, and universities

Education

Shaping young minds

Consistently, seriously

In our schools, colleges, and universities

Hard, necessary

Curious, wonderful

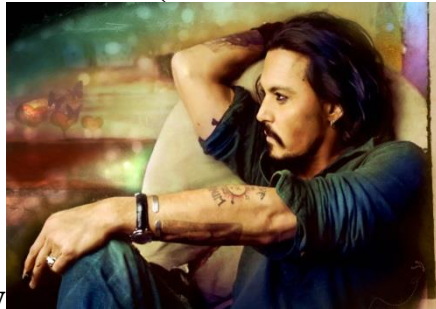
Education

IV. "I AM" Poem (Вірш «Про мене»)

■ This technique gives a student an opportunity to describe herself/himself using either lexical units learnt before or new ones from the given topic, also there could be used grammar constructions, active or passive voice etc. (It could be used the photos of famous personalities). It is possible

to use this technique for the game “Guess who?” (without mentioned the first line) The patterns:

- Your first name (or a character’s first name)
- Four traits (adjectives) that describe you (or the character)
- Son\Daughter of _____ or brother\sister of _____
- Friend of _____ (two people)
- Who feels\felt (3 sensations or emotions)
- Who finds happiness in _____ (1-3 items)
- Who needs\needed _____ (1-3 items)
- Who gives\gave _____ (1-3 items)
- Who fears\feared _____ (1-3 items)
- Who would like to see\to visit _____ (1 desire or wish\place of the world)
- Who likes\liked to wear _____ (3 colors, or items of clothes)
- Resident of _____ (town or village)
- Your last name (or character’s name only)



e.g. **Johnny**

Smart, talented, creative

Son of Betty Sue

Friend of Jerry Bruckheimer and Orlando Bloom

Who feels satisfaction, enjoyment and tiredness

Who finds happiness in acting and directing

Who needs new roles and understanding

Who gives new emotions and feelings

Who fears nothing but disappoint you

Who would like to be peace on Earth and no diseases

Who likes to wear jackets, shirts and glasses

Resident of Hollywood

It’s a well-known pirate and mystery man – John Christopher “Johnny”

Depp II

I advise to try these poetic technique in your class and your students will highly appreciate these activities, they will certainly enjoy to feel themselves as real poets, because there is no need to be gifted in the sphere of poetry. The most important to be creative and active, use active and passive vocabularies and desire to show yourself as a real poet! I am sure if your students once to try to be poets they will never forget their achievements, and they will certainly like your classes because they will be able to realize their secrete and real talents!

THE USE OF VIDEO IN FOREIGN LANGUAGE TEACHING CLASSROOM

In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Particularly, the use of video as an audio-visual material in foreign language teaching classrooms has grown rapidly because of the increasing emphasis on communicative techniques, and it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language.

The investigation of using audio and video technologies in educational process can be found in the works of Y. Fedorenko [2] Y. Verysokina [1] T. Yahunova [3]. Scientists note that the use of video promotes the formation and development of communicative competence, increases motivation of language learning and it is an inexhaustible source of educational material.

Being a rich and valuable resource, video is well-liked by both students and teachers [10, c. 45]. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes.

According to the opinion of psychologists using video materials in educational process greatly improves final results and encourages students to communicative activity. Using fragments of videos, we urge to action visual and auditory centers, which, in turn, affect the process of learning and memorizing of the material. Video materials make the lesson interesting, increase the motivation of learning a foreign language, give the opportunity to work with authentic samples of foreign language [1;3].

Using authentic materials for learning a language is very helpful for those learners who do not have access to real life situation for learning the language. One the most available authentic materials for the learners who learn English outside the English speaking countries are the films.

The extended context of the films can be helpful for students to improve their comprehension and to practice listening and speaking [4; 6]. P. Arcario [5] and J.Lonergan [12] point out that the extended context, interesting content, rich visual imagery, and often exaggerated actions and gestures of film provide students with multi-sensory input that is close to what they would find in real-life communication.

Such visual input is engaging and motivating to learners, and because of film's many contextual clues, helps students' comprehension of the language used in the film [8, c.420].

Another benefit of introducing authentic content through film is that it provides a focus for discussing language and culture [4; 6; 9]. Cultural aspects of the film, such as customs and humor, or culturally specific use of language, such as idioms, could be discussed with learners, or learners could exercise their powers of observation to inductively learn functional use of language. All in all, watching films can help learners to:

- Improve listening skill.
- Improve pronunciation(specially word stress and sentence stress).
- Review already learnt words.
- Learn new words and idioms.
- Learn cultural points.
- Have exposure to different language styles, from the most formal to slang.
- Update their language with regard to the latest changes in every day

English.

Films can be used as a middle way to fill the gap between the passive classroom and live communication. Film will help students to experience a more active kind of communication similar to that of live communication. Film can be a good model for learners for role playing in classroom; can increase cultural awareness; can minimize learners' stress when practicing listening skill; can help learners to have exposure to varieties of English. Moreover, film can stimulate and motivate learners' interest.

It is an undeniable fact that video is one of the best materials that enables students to practice what they have learned through various techniques. As C.Canning-Wilson [7] describes video, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. In other words, they can see and hear the speakers in dialogues; their ages, their sex, perhaps their relationship one to another, their way of dressing, social status, what they are doing and perhaps their feelings. Moreover, as previously slightly mentioned, paralinguistic features such as facial expressions or hand gestures provide aural clues of intonation. The learners can also see the setting of the communication on the screen, so they can clarify whether the situation is formal or informal.

Methodologically speaking, watching video films should be different from passive television viewing. So, the teacher should encourage the learners to watch the films actively, by using the supplementary materials, such as worksheets prepared by him or supplied with the films. The learners should participate in the activities, if possible, they themselves set up some projects in the target language, by recording their own activities such as speaking, interviewing, reporting etc. Shortly, the role of the learner is not to be a passive viewer but an active member in the triangle of the video, the teacher and the learner.

To reach successful and effective results with teaching language through video, the learners and the teachers should perform their tasks perfectly. Moreover they should be informed of the new methods and techniques in FLT. When used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing [11].

Videos are a powerful tool in helping English language learners improve their language skills. They provide the learner with content, context, and language. Videos will play an increased role to students in the classroom as well as in self-study situations. However, regardless of the quality and sophistication of videos, when they are used in a classroom, in distance learning, or in combination of the two settings, the teacher's guidance is key in facilitating this medium to improve English language learners' communication skills.

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INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES INTO THE COURSE OF ENGLISH TEACHING METHODOLOGY

We live in the age of Information Society that influences our everyday life and the system of education in particular. Computers, mobile phones, different gadgets and Internet are part and parcel of modern children's life. So, nowadays teachers should accept this fact and try to acquire new professional skills necessary for their educational activity in the Information Society.

We classified *professional skills* according to the components of teachers' pedagogical activity and divided them into the following groups:

- *cognitive skills*, connected with the analysis of information and educational activity (pupils', colleagues' and the teacher's own activity);
- *project skills*, connected with setting long-term tasks and planning educational activity for the course of studies and sets of lessons;
- *constructive skills*, connected with defining near-term tasks and planning educational activity for the separate lesson;
- *organizational skills*, connected with the organization of information and educational activity;
- *communicative skills*, connected with the establishment of relations and communication with pupils, colleagues, pupils' parents, etc.;
- *integral information skills*, connected with using Information and Communication Technology (ICT) in teachers' professional activity (integral skills are included into all components of the pedagogical activity) [1, c. 151].

Professional skills can be formed only in the corresponding activity. That is why the formation of integral information skills is possible only in the process of using ICT in all kinds of educational activity (cognitive, project, constructive, organizational and communicative). Thus ICT should be integrated into the process of professional training of prospective teachers.

One of the disciplines that are included into the system of professional training of prospective FL teachers is English Teaching Methodology, which mostly contains the following themes in its curriculum: 1) Methodology of teaching English as a science; 2) Teaching pronunciation; 3) Teaching vocabulary; 4) Teaching grammar; 5) Teaching listening comprehension; 6) Teaching speaking (monologue and dialogue); 7) Teaching reading; 8) Teaching writing; 9) Lesson planning; 10) Testing and evaluation of pupils' achievements [2; 3; 4]. Some textbooks of Methodology contain the separate theme "Teaching English by means of computer technologies" [3, c. 220-240] or the materials of specialized courses connected with using ICTs in the professional activity of a FL teacher [4, c. 340-407].

In our opinion, ICTs can be integrated into the course of English Teaching Methodology through giving students computer-oriented tasks aimed at forming all

groups of their professional skills within the themes mentioned above. Some of the sample tasks are suggested below.

Task 1 aimed at forming cognitive skills of analyzing lessons conducted with ICTs (theme “Teaching vocabulary”).

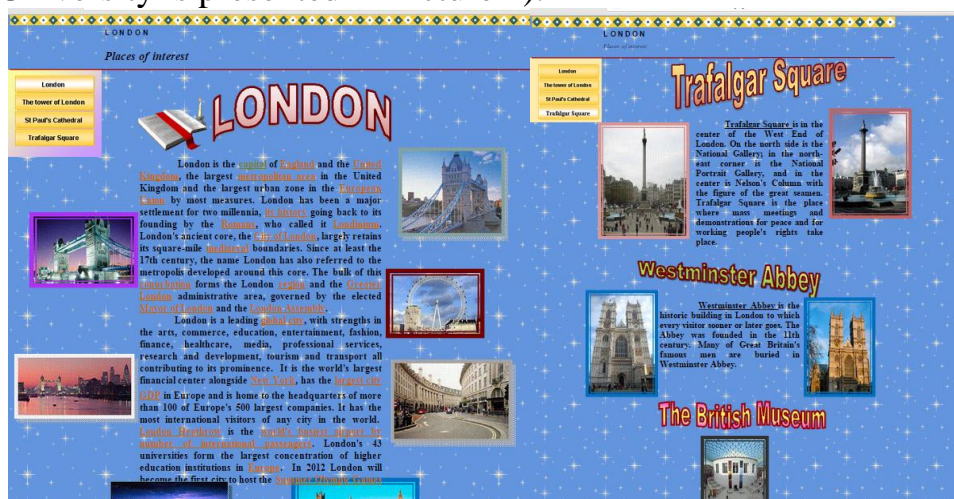
Read the lesson plan “Disasters” [3, c. 234-236], name its teaching aims, level of pupils and technical requirements. Answer the following questions: 1) What stages is the lesson divided into? What means of ICTs are used at the lesson? How do they help to achieve the aim of the lesson? Is it possible to conduct a similar lesson without using ICTs? What should be changed in this case? What other means of ICTs would you use to practice vocabulary related to disasters? Suggest your ideas for improving the lesson.

Task 2 aimed at forming project skills of planning educational activity for the set of lessons with the usage of ICTs (theme “Teaching grammar”).

Plan what computer-oriented activities you will use for teaching the grammatical topic “Past Simple” at the elementary level during the next several lessons. Think what means of ICTs you will need (CD-ROMs, online tests, Power point presentations, etc.). Plan what materials you are to make yourself and what programs you need for that (Microsoft Word, Microsoft Excel, authoring tools, online generators, etc.). Plan in what way you have to prepare a computer room for these activities (install all the necessary software, upload electronic tests on the computers, make a list of web-exercises, create catalogues on the desktop of the computers, etc.).

Task 3 aimed at forming constructive skills of designing electronic materials by means of ICTs (theme “Teaching reading”).

Create your own web-site on the topic “London” with the help of the program Microsoft Publisher (the sample web-site designed by a student of the Zhytomyr Ivan Franko State University is presented in Picture 1).

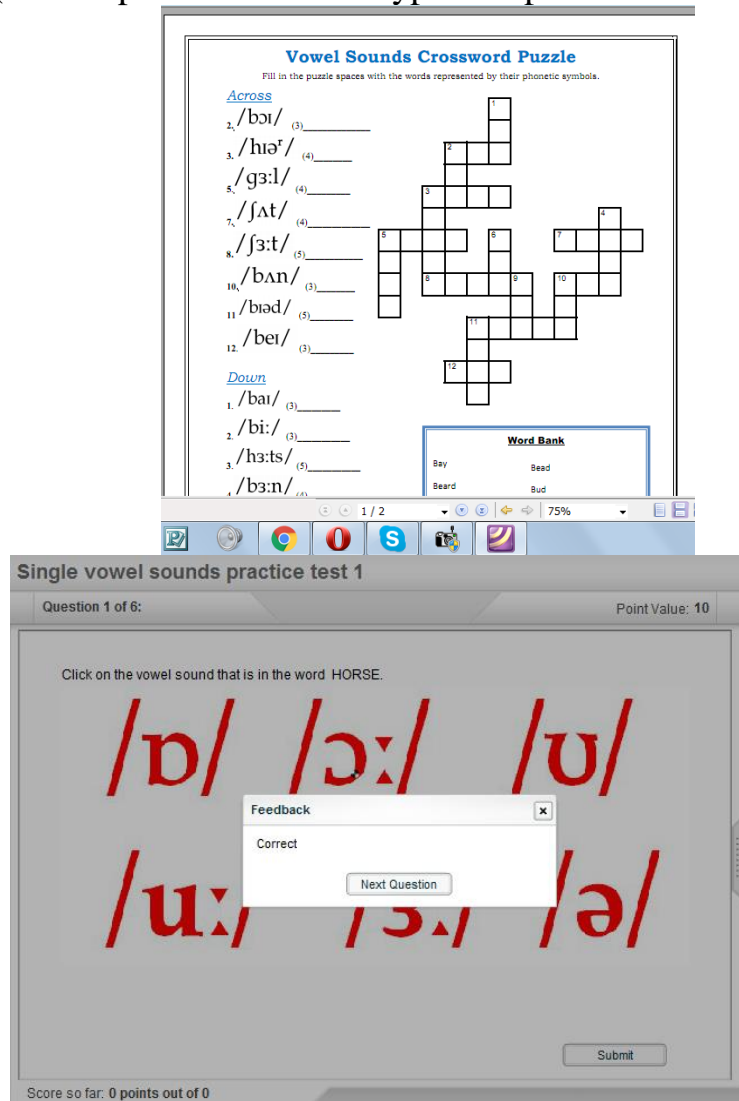


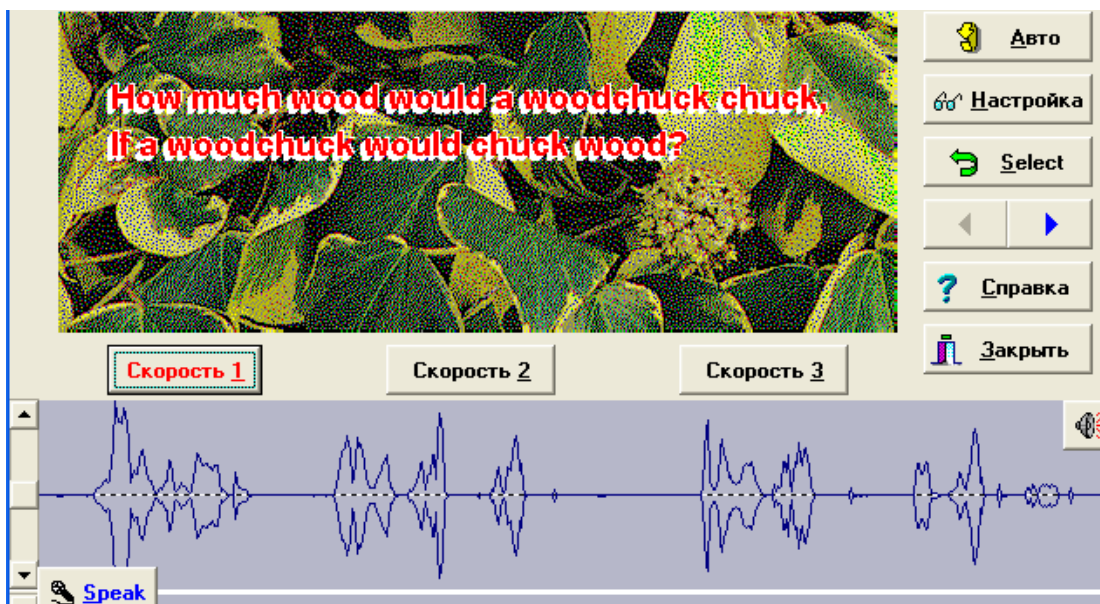
Picture 1. A screenshot of two pages of the web-site created with the help of the Office program Microsoft Publisher

Make some tasks aimed at teaching reading to intermediate students using the web-site. What modes of reading (analytical, synthetic, skimming or scanning) would you choose at the English lesson based on the materials of your site? What modes of reading are the most suitable for working with the texts in the electronic form, in your opinion? For what modes of reading is it better to use paper books?

Task 4 aimed at forming organizational skills of systematizing information presented by means of ICTs (theme “Teaching pronunciation”).

Make an electronic catalog of didactic materials (exercises, rhymes, songs, tongue twisters, etc.) for teaching pronunciation. In your catalogs make the following subcatalogs: a) exercises that can be presented to pupils in a printed form; b) exercises that can be done by pupils only on the computer but without any connection to the Internet; c) exercises that can be done by pupils only on the computer online (the sample tasks of three types are presented in Picture 2).





Picture 2. Screenshots of a printed worksheet [5] (to the left), an exercise from the CD-ROM “Professor Higgins” (at the bottom) and an online test [5] (to the right).

Task 5 aimed at forming communicative skills of discussing teaching materials with colleagues using ICTs (theme “Teaching speaking”).

Look through the teaching video for primary pupils «Karate Class (Sing-Along)» on You Tube [6] (two screenshots of the video are presented in Picture 3). Think of the school topics that can be taught with the help of it and the ways it can be used for teaching speaking (monologue and dialogue) to primary pupils. Put “like” or “dislike” and leave a comment about the video. Discuss this video with your group mates using the frame for comments. Don’t forget to be friendly, polite and informative (don’t “flood”) in your comments.



Picture 3. Screenshots of the teaching video «Karate Class (Sing-Along)».

The tasks suggested in the article do not cover all the themes that are taught in the course of English Teaching Methodology and do not show all means of ICTs that can be used in the process of methodological training. So, our further research and publications will be devoted to the description of other activities aimed at forming professional skills of prospective FL teachers in the Information Society.

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ІНТЕРНЕТ-ТЕХНОЛОГІЇ В ПРОЦЕСІ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ

У результаті соціальної трансформації, привнесеної процесами глобалізації, виник новий тип соціальної структури та нова форма соціальної організації людей, яка називається мережевим суспільством. Мережеві структури сьогодні проникають в усі сфери людської життєдіяльності і в усі процеси світового розвитку: глобальні, регіональні, економічні, культурні, соціальні тощо [1]. Так, уявити життя сучасної людини без всесвітньої мережі просто не реально. Особливо потужним є вплив «світової павутини» на розвиток новітньої системи освіти.

Як відомо, глобальна мережа Інтернет створює умови для отримання необхідної навчальної інформації, що знаходиться в будь-якому місці нашої планети, забезпечує інтерактивну взаємодію учасників навчального процесу, сприяє розвитку самостійної діяльності учнів, дистанційному діагностуванню їх навчальних досягнень [2, с.58]. Власне, в усій системі освіти сучасні інтернет-технології кардинально змінюють роль педагога: з традиційного носія науково-навчальної інформації на вчителя-технолога, порадирика, консультанта.

За допомогою всесвітньої мережі можна вирішити й низку дидактичних завдань, які виникають у процесі вивчення іноземної мови: формування навички та вміння читання й письма студентів; поповнення їх словникового запасу. Також Інтернет сприяє формуванню вмінь і навичок говоріння та аудіювання, навчанню лексики та граматики, а також мотивує опановувати іноземну мову. За допомогою сучасних комп'ютерних програм студенти відчують справжнє занурення у живу мову, отримують безліч можливостей для розвитку мовленнєвих навичок. Крім того, глобальна мережа створює всі необхідні умови для розширення загального кругозору майбутніх спеціалістів, а також допомагає встановленню ефективних ділових контактів із партнерами – представниками іноземних держав.

У наш час заслуженою популярністю користуються такі широковідомі інтернет-ресурси для навчання іноземних мов: Hotlist, Treasure Hunt, Subject Sampler, Multimedia Scrapbook, Webquest. За допомогою вказаних джерел можна ефективно вирішувати різноманітні навчальні завдання. Зокрема, Multimedia Scrapbook та Hotlist допомагають знайти, відібрати та класифікувати потрібну інформацію. Ресурси Subject Sampler, Treasure Hunt, Webquest цілеспрямовано активізують пошуково-пізнавальну діяльність студентів, застосовуючи елементи проблемного навчання.

Так, в останні роки зростає інтерес до технології Webquest. За допомогою Webquest студенти можуть здійснювати запити в різних пошукових системах, самостійно отримувати великий обсяг інформації, аналізувати та впорядкувати її, готувати відповідним чином оформлену презентацію. Як показує практика, названа технологія найкраще реалізується в групах, сприяючи здоровому конкуруванню між учасниками, розвитку в них лідерських якостей. Під час Webquest студенти вчаться працювати в команді, досліджувати важливі проблеми на більш серйозному рівні. Ця технологія дозволяє проявити себе навіть тим студентам, котрі ще не дуже добре оволоділи іноземною мовою, тож така діяльність підвищує їх самооцінку та віру у власні сили, пробуджує інтерес до мови загалом, а це, у свою чергу, сприяє формуванню комунікативної компетенції. Найважливішим є те, що під час такого інтерактивного процесу майбутні фахівці здобувають необхідні знання без чужої допомоги. У такий спосіб студенти вчаться самотужки здійснювати власні «відкриття», а не механічно засвоюють уже здобуту кимось інформацію. До того ж, у процесі роботи з інформаційними технологіями студенти вчаться аналізувати, висловлювати власну думку, вдосконалюючи при цьому вміння роботи на комп'ютері.

Немає жодних сумнівів у тому, що сучасні інтернет-технології є важливим засобом ефективного навчання іноземних мов. Широкого поширення набули онлайн конференції та семінари, під час яких фахівці, перебуваючи в різних містах планети, обмінюються своїми ідеями та досягненнями з іноземними колегами. В організації навчального процесу допомагають підготовлені викладачами і студентами матеріали та презентації, які розміщуються на відповідних офіційних сайтах. Представлені в Інтернеті

електронні версії дисертацій, авторефератів, підручників, посібників, статей роблять їх доступними більш широкому колу користувачів (порівняно з обмеженою кількістю друкованих на папері джерел), що дає змогу студентам опанувати актуальну наукову інформацію. Впровадження інноваційних методів значно поліпшує якість навчального процесу та ефективність засвоєння навчального матеріалу студентами і збагачує зміст освітнього процесу.

Таким чином, доречно й уміле застосування різноманітних інтернет-технологій у процесі навчання іноземної мови може вдосконалити у студентів навички роботи з комп'ютером та у всесвітній мережі; підвищити їх загальний культурний рівень; сформувати комунікативну компетенцію; ефективно мотивувати на вивчення іноземної мови; викликати стійкий інтерес як до рідної мови, так і до мов інших народів; сприяти входженню майбутніх фахівців у світовий загальнокультурний та інформаційний простір.

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ДВНЗ «Бердичівський коледж промисловості, економіки та права»

НОВІТНІ ТЕНДЕНЦІЇ АКТИВІЗАЦІЇ РОЗУМОВОЇ ТА ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ НА ЗАНЯТТЯХ З ІНОЗЕМНОЇ МОВИ

Сьогодні технології відіграють набагато важливішу роль, ніж будь-коли раніше, а відтак, дають вчителям чудові можливості для поживлення заняття, використовуючи час на уроці для більш захоплюючого спілкування з учнями. Проте для багатьох педагогів у цьому криється певна проблема, яку їм ще належить вирішити.

«Вчителі готують молодих людей до життя, до роботи та, взагалі, до існування в іншому світі – світі, який усе більше й більше прагне використовувати цифрові технології. Тому так важливо, щоб діти вже сьогодні навчилися осмислено використовувати такі технології. Але, якщо в самих учителів відсутнє правильне розуміння даних технологій, то навчити дітей буде практично неможливо» [1]. Ця думка належить Анджелі Макфарлейн, голові Колегії вчителів, що об'єднує викладачів сфери освіти в Об'єднаному Королівстві. Макфарлейн консультує уряд з питань використання технологій в освітньому процесі. Крім того, вона пише книгу «Authentic Learning for the Digital Generation» («Справжнє навчання для цифрового покоління»). Авторка

вважає, що комп'ютерні ігри допомагають дітям вчитися стійкості, концентрації та вирішення різних завдань. На думку Макфарлейн, багато ігор вимагають глибокого вивчення і можуть використовуватися на заняттях при належному контролі з боку вчителів. Ігри такого типу корисні тим, що для їх проходження необхідно напружити мізки, заявила експерт і зізналася, що сама не проти пограти в «Lemmings» і «Angry Birds». Анджела Макфарлейн вважає, що навіть дошкільнята можуть отримати користь з ігор в тому випадку, якщо використовувати планшет для вивчення нових слів і розвитку моторики.[1]

Англійська газета «Гардіан» надрукувала огляд ключових тенденцій в освітніх технологіях, про які сьогодні повинні знати всі практикуючі вчителі.

Онлайн-навчання. Зараз у багатьох країнах світу університети на своїх сайтах та інших освітніх ресурсах завантажують відеолекції, інтерактивний перелік літератури із пропозиціями масових відкритих онлайн-курсів (МООС) на таких Інтернет-платформах, як Udacity, Coursera і EdX, створюючи, таким чином, дивовижно багатий банк даних із різних освітніх напрямів – від конкретних прикладних курсів до вивчення класичної старогрецької історії.

Масові відкриті онлайн-курси, (МООС) (з англ. англ. *Massive open online course* — масивні, масові, широкодоступні, публічні, відкриті дистанційні онлайн курси) — це інтернет-курс з великомасштабною інтерактивною участю та відкритим доступом через інтернет. На додаток до традиційних матеріалів навчального курсу, такі як відео, читання, і домашніх завдань, МООС надає можливість використання інтерактивного форуму користувачів, які допомагають створити спільноту студентів, викладачів та асистентів (TAS).

В Україні у 2013 році пройшли перші МООС на базі Київського національного університету імені Тараса Шевченка – «Університет онлайн». Перший масовий онлайн-курс, ініційований Іваном Примаченком, стосувався бренд-менеджменту та зібрав понад 9 тисяч учасників. У вересні 2014 року відбувся запуск повномасштабної незалежної платформи українських масових онлайн-курсів.

Соціальні медіа. Зазвичай соціальні мережі використовуються для проведення вільного часу, зокрема розваг, проте користувачам подобається вивчати іноземну мову (ІМ), невимушено спілкуючись із зарубіжними ровесниками, оскільки facebook (FB) уможлиблює створення власного профілю, оновлення особистої інформації, інформування про інтереси, релігійні погляди, сімейний стан тощо. Також користувачі можуть додавати до друзів інших учасників, надсилати приватні повідомлення, вступати у групи, публікувати та коментувати відео, фотографії тощо.

Постійне вдосконалення можливостей та його функції роблять FB потужним інструментом для навчання ІМ. Додаток «FB Групи» дозволяє створювати групи за інтересами з необмеженою кількістю учасників, проводити он-лайн дискусії, обмінюватись медіафайлами, надсилати приватні повідомлення, що уможлиблює активну участь кожного студента в обговоренні. FB дозволяє кожному студенту виконувати завдання з властивою йому швидкістю і не залежати від спритніших студентів. FB активно використовується й викладачами. Вони мають змогу

публікувати завдання, оголошення, навчальні матеріали, теми для обговорення. Повідомлення фіксуються в хронологічному порядку, що є позитивним під час самостійної підготовки, яка ґрунтується на вивченому в аудиторії матеріалі. Додаток «FB групи» також сприяє покращенню письма студентів, надаючи йому автентичного характеру й персоналізованого контексту. Додаток «Курси» уможлиблює співпрацю, обмін інформацією, проведення відеоконференцій та створення коментарів, доступних для всіх учасників групи.

Писемне спілкування засобами FB сприяє підвищенню змістовності й складності письмових робіт, зменшенню помилок, забезпечує миттєвий зворотній зв'язок. Особливо ефективним FB є на етапі планування висловлювання та добору інформації за участі студентів у «мозковому штурмі» й групових дискусіях. Студенти визнають, що інші учасники групи FB допомагають їм краще зрозуміти завдання, полегшують планування письмового висловлювання, а коментарі й повідомлення ровесників додають упевненості й додаткової мотивації. Розміщення письмових висловлювань у FB формує у студентів відповідальність та спонукає їх до самоконтролю й самокорекції. На відміну від традиційного письма, FB автоматично забезпечує корекцію орфографії – червона лінія підкреслення вказує на помилку в написанні слова, яку студент може виправити, обравши один із запропонованих варіантів. Використання FB у процесі навчання посилює взаємодію «викладач – студент» і «студент – студент», уможливаючи підтримку зв'язку поза аудиторією, а також обговорення завдань, подій, обмін корисними посиланнями тощо.

Емма Лемб, методист і керівник релігійної освіти у школі для хлопчиків короля Едуарда VI в Кемп-Хіллі, Англія, пропонує використовувати в навчанні таку соціальну мережу, як Twitter: «Я використовую Twitter, щоб видати школярам домашнє завдання, зробити якісь нагадування або включити додаткове позакласне читання чи відео з You Tube, але при цьому вчителі повинні проявляти максимальну обережність для збереження особистих акаунтів і вчителів, і учнів» [2].

Рейчел Джонс, координатор електронного навчання у школі короля Едуарда VI, також активно заохочує такий підхід: «Я привчаю своїх учнів жити із Twitter, який вони вивчають разом із його особливим набором хештегів (міток) і демонстрацією інформації на «стіні» для того, щоб діти могли бачити все це під час уроку. Потім за допомогою Storify учитель можете перетворити всі свої «твіти» у формат PDF і викласти його для свого класу на шкільному веб-сайті» [2].

Ведення блога та відеоблогінг. Блог – (скорочення від англійського слова *weblog*) – це періодично поновлюваний сайт, який часто нагадує веб-журнал і є одним із найлегших способів опублікування студентських робіт у мережі. Блоги можуть складатися лише з друкованого тексту або вміщувати зображення та фотографії, а також аудіо- та відеоматеріали. Існує три типи блогів, які використовуються у вивченні англійської мови:

- методичний блог, який створює й оновлює викладач групи;

- блог групи, де мають право писати як викладач, так і студенти. Він використовується як дискусійний простір або як позакласна робота. Студентів заохочують реагувати письмово на теми, які розглядалися в аудиторії;
- блог студента, який стає персональним простором студента в мережі. Студентів заохочують писати про те, що їх цікавить, залишати коментарі про блоги інших.

Існує багато причин для того, щоб почати використовувати блоги в навчанні. Одна з них – забезпечити реальну аудиторію для студентських робіт, наблизити реальне життя до класної кімнати та студентської аудиторії – адже саме в цьому полягає основна мета вивчення англійської мови як іноземної: зробити її мовою користування. Реальна аудиторія власного веб-журналу – це й однокласники, й студенти з інших груп або навіть, інших країн, свої батьки і, потенційно, будь-який користувач інтернету.

Існує багато сайтів, де можна безкоштовно створити веб-журнал:

- WordPress (<http://wordpress.org>);
- EzBlogWorld (<http://www.ezblogworld.com>);
- Bahraich Blogs (<http://www.bahraichblogs.com>);
- Getablog (<http://www.getablog.net/portal3.php>).

Створюючи свої блоги самостійно, студенти мають більше вибору в дизайні та назві свого віртуального письмового простору.

Роль викладача у веденні студентами своїх блогів надзвичайно велика – це, перш за все, підтримка їхньої роботи та стимуляція зацікавленості спілкуватися англійською. Щоб підтримувати інтерес студентів до блогів викладач має швидко реагувати на повідомлення студентів, писати короткі коментарі щодо змісту, ставити запитання, щоб стимулювати їх до письма. Добре, якщо оновлення блогу є частиною домашнього завдання. Веб-журнал може стати ідеальним місцем для виконання проектів, особливо коли в них беруть участь студенти інших груп чи країн. Надзвичайно підвищує мотивацію щодо використання англійської мови участь у проекті якогось іншого, можливо іноземного навчального закладу, коли єдиною спільною мовою спілкування виявляється англійська. Студенти можуть писати про своє життя, культуру, інтереси й будуть зацікавлені прочитати та відповісти на повідомлення інших.

Мною створено методичний блог, де студенти мають змогу переглянути відеоматеріал з тем, що вивчаються, залишити свої коментарі та поділитися записами в соціальних мережах - <http://yuliamurevych.blogspot.com>.

На сьогоднішній день проблемою майже кожного навчального закладу є недостатня кількість необхідної літератури для забезпечення повноцінного навчального процесу, брак коштів для забезпечення бібліотечного фонду новою літературою. Навіть, якщо потрібна література в бібліотеці є в необхідній кількості, матеріал або розміщений у різних підручниках, або вона застаріла згідно з оновленим стандартом освіти. Кожен викладач, готуючись до заняття, осмислює, узагальнює та утворює власну підбірку матеріалу згідно навчальної програми предмету. На даний час, ефективним є створення електронних

комплексів з предмету з подальшим розміщенням інструктивних навчальних матеріалів, завдань для самостійної роботи, рекомендацій щодо виконання лабораторно-практичних робіт, запитань для самоперевірки в мережевому ресурсі. Тому, наявність особистого сайту викладача, де будуть викладені всі ці матеріали є вкрай необхідним. Наразі, на будь-якому сайті може бути встановлено зворотній зв'язок із студентами, для тісного спілкування з викладачем.

Мною створено персональний сайт для студентів коледжу, із вкладками навчальних груп. Студенти мають змогу зайти на сторінку своєї групи, переглянути домашнє завдання та завантажити дидактичні матеріали, необхідні для його виконання - <https://sites.google.com/site/englishatbcielbyyuliamurevych/>.

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Teaching English for Special Purposes

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SELECTING TEXTS FOR DEVELOPING RECEPTIVE COMMUNICATIVE SKILLS OF STUDENTS MAJORING IN FOOD TECHNOLOGY AND ENGINEERING

As English continues to dominate in business, technology, media, education, and research, the demand for English for Specific Purposes is rapidly growing to fulfil students' professional needs. Food Technology and Engineering is one of the largest components of the global economy. The labour market creates situations and spheres that determine the linguistic behaviour of specialists.

The issue of teaching reading and listening using authentic materials has been influential over the past several decades. Moreover, many research have argued about the benefits of using authentic materials (M. Peacock, C. Nuttall, P. Carrell, D. Eskey, S. Myertsalova, O. Tarnopolskyi).

Authentic texts both formal and informal are spontaneous and natural as well as can reflect the real life language, narrow the distance between the students and the language used in reality. The present abstract discusses how these materials can be effectively selected for developing receptive communicative competence of students majoring in Food Technology and Engineering.

Careful materials selection, adaptation, or writing provide students with texts that will equip them with the knowledge they will need in their future professional life. Authentic texts in Food Technology and Engineering can be divided into three groups: group 1 – informational text written for professionals working in manufacturing and technology, a variety of reports that contain relevant information (e.g. scientific and technical articles, theoretical and practical development, programs, schemes, tables with explanations, catalogues of products and materials, professional blogs, forums, newsletters, expert opinions); group 2 – pragmatically focused texts taken from daily life and addressed to the broader variety of population, including experts in food technologies (e.g. recipes for dishes, the menu of restaurants and cafes, operating instructions of kitchen appliances, labels, promotional materials of goods and services, signs, schemes, description of goods in shops, ads for a job); group 3 – educational texts from academic and encyclopedic sources mainly for students who study food science (e.g. text books, lecture notes, recipes with formulas and their explanations).

All the authentic texts should above all depend on the needs of the students in relation to their future jobs i.e., materials should focus on the appropriate topics and include tasks and activities that practise the target skills. These texts should also relate closely to the students' specific skills and content needs, which is an important precondition for full exploitation of the materials as well as the students' motivation.

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IMPLEMENTATION CULTURAL AWARENESS COMPONENT INTO TEACHING BUSINESS ENGLISH IN HIGH SCHOOL

Business English teachers understand how important it is to learn business language because it is necessary to participate in increasingly international work environment. They also recognize the need to learn about not only business concepts, developments in business but, moreover, how business works in different cultures.

So, when we select topics for our lessons we should include not only general business areas such as advertising and banking, more complex issues such as consulting and project management. We need to learn about energy and technology, economic perspective and competition. Business today gives students both an opportunity to understand language in context and to expand their business knowledge for the future profession.

The task must be the following: the exercises, developed around the central theme, give opportunities to review and practice important grammar and vocabulary in both spoken and written contexts. Communicative language is necessary to succeed in today`s work environment. It means that we need authentic business material as a source of real information about cross – cultural business world.

In our country, nowadays, the demand for Business English is greater than ever. As a result the teaching – learning process is playing powerful role in business studies and everyday corporate life. Unfortunately, learning circumstances are very different according to the type of educational establishments.

For Ukrainian students at a business school, the main challenge is often to understand business itself. Fortunately education environment usually provide enough classroom hours to deal with these challenges in Ukrainian, native tongue. So, for students studying business full time the key is to learn business through the elementary English language. Sometimes it is enough to work successfully in inner business areas but they feel lack of knowledge for international horizons.

For Ukrainian businessmen who are active in workplace as a rule the most difficult task is to find time to learn Business English because they did not learn it at school and did not receive specific education. Such kind of businessmen need to employee such approach which leads to plenty of written and spoken language

practice. Managers with a very good business knowledge are communicative in Business English to reflect their business practices into reality of multicultural world.

No doubt, any Business English materials today need to draw on authentic sources and achieve a high degree of validity in the eyes of the learners and teachers who use them. Furthermore, these authentic materials must be developed in collaboration with periodicals, national and international business press, newspapers and magazines and include topical articles on the business world.

As to Ukrainian press, the challenging task is to find magazines and newspapers in English about business issues and business industry in Ukrainian inner market. That is why interpretation from native tongue into English, speaking about business events in Ukraine can be used as controlling, consolidation and highlighting previous knowledge of vocabulary and functional language/ career skills.

These communicative skills are supplemented by culture feature that raises students' awareness of how cultural differences can effect communication between people of different nationalities.

Teachers of Business English should personalize more actively the content of exercises to bring them into life. For example, incorporate the names famous people and places for our country to avoid the distance between real business life and business theory given into course books. In addition, there is the practical aim to edit the format of exercises so that they are consistent with our exams that we use.

We need the syllabus for grammatical accuracy required to pass exams with the need for functional language demanded to develop fluency and communicative competence quickly. Surely, the main presentation of grammar in high school should be done as review but students are often asked to demonstrate their knowledge before rules are given. After each grammar presentation there is necessity of both written and spoken practice with varying degrees control. It means that grammar is then highlighted and reviewed.

Students need to be encouraged to activate the vocabulary through speaking and writing activities. Some types of writing s are not urgent for those students who learn Business English being the students of grammar (advanced) schools. For example, receipt of contract, receipt of package, complaints (damage in shipment). Bearing all things in mind the presentation of key vocabulary, models and communicative phrases are better practiced interactively and throughout the classroom material. They can be introduced in keynotes, defined, used in context and tested.

A language is used for communication. It is not enough to know the material. The most natural and effective way for learners to practice free speaking is to think out some problems or situations together. Discussion is the process of examining, arguing and talking about cultural differences, for example, seriously and deeply. A successful discussion is one in which participants concentrate this attention on the speaker and react to what is said. It is obviously that full participation and high motivation are keys to a successful discussion.

People do business in the global market place. That is why equally important as linguistic competence as the ability to understand and deal with the cultural differences in polite and proper ways. Building business relationships coming across international

borders. The main idea is a cultural aspect which should be learnt and taught according to students` needs and world knowledge.

The research is devoted to cultural awareness and habits practical value in suggested lessons and theoretical background. After of reviewing of related literature the objectives of this material are to develop important ideas into classroom activities for advanced students of the secondary education. Discussions about multicultural world are very popular among students because they need them for the general knowledge and to broaden their minds. They are invited to discuss how different attitudes could cause confusion and possibly conflict between people from different cultures. Too often, culture conflicts are personality clashes are part of the reason why business alliances end in failure. As Steven Barrett, head of Mergers and acquisitions said, "When they don`t work, the two key management groups do not blend well together" [1, p.10].

It is now widely understandable that simply learning a common language is no longer efficient to prepare people and students to do business. The research aim is without naming nationalities or giving them for practical purposes, describing the opposing behaviours and attitudes to motivate students to use Business English to cover target topics.

High school students with good knowledge feel lack of experience of cultural differences and, moreover, practice of the working world. Teachers of Business English must show differences in values, attitudes and outward behaviour for discussion in greater depth. What is more important, as students consider each cultural aspect, they are motivated to plot their own culture.

Dozen lessons on the topic could be enough for providing further discussion and comparison and easily integrated in any business course of the advanced secondary school, gymnasia. Focus on cultural awareness will create a culture curve plotting the values and behavior of the students` native culture.

Finally, presentation of the mentioned material and examples how business works in different cultures has keen interest among students and teachers in Ukraine because our country needs to be integrated into world market system. From one hand, it is impossible to do business internationally without proper Business English. From the other hand, we should not forget that cultural differences cause misunderstanding in multicultural teams besides the knowledge of it. How to avoid conflict or embarrassment is better to understand beforehand in classroom speaking situation. At least teachers of Business English should pay students` attention to cultural awareness.

To sum up, the act proves the intention. Multicultural business makes a truly contemporary world of business. Whatever the level of business knowledge we are going to make this school subject both enjoyable and beneficial to users to complete our tasks.

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EFFECTIVE WAYS IN MOTIVATING STUDENTS TO STUDY ENGLISH FOR SPECIAL PURPOSES

English is the fourth most widely spoken native language in the world, and in terms of sheer number of speakers, it is the most spoken official language. It is the primary language used in international affairs having official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce and tourism since in many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants.

As business negotiations all over the world are usually held in English the use of this language is more and more extended within this context of an internationalization of the business environment through international companies. In various settings: trade, tourism, journalism, diplomacy, science and technology, politics etc., non-native to non-native communication in English is essential. Being used to communicate with international tourists visiting foreign countries, mastering English is essential for people working in the tourism sector. It is the means for communicating with tourists and understanding cultural differences, and for increasing employees' job opportunities in this international context. English for tourism is viewed as an area of business English, and integrates Business English and English for academic purposes. That is, it deals with teaching the language needed for communication and interaction between people of different cultures in airports, tourism and travel firms, markets and hospitality. Knowledge of English is one of the major criteria in hiring people in the tourism field where poor English proficiency becomes a problem in attracting tourists and entertaining them.

That is why English is taught as a core subject at tourism higher education institutions all over the world, but it is not an easy task since we have to face both the challenges of teaching a foreign language and those of having that very foreign language become another language in itself through its specialized vocabulary with a double communication task. The student must improve his command of English and, at the same time, he must become familiar with business related vocabulary and content. When too much emphasis is placed on the business vocabulary and content, there is the danger of not developing the necessary language skills. There are other facts which may challenge the process of teaching Business English in universities: large classes with different linguistic competence, non-availability of books and materials, lack of students' motivation, etc. The solution is to combine the acquisition of language skills and teaching business content in adequate proportion and never ignore the communicative approach to teaching English. The limited timeframe and the limited English proficiency of some of our students turn teaching of Business Communication into a difficult task as such a course requires a high level of language proficiency. The mismatch between the language proficiency of students and the

language requirement of the course must be dealt with appropriate strategies of teaching in order to accommodate the increasing needs of communication of our graduates in the field of tourism. The first step is to analyse the communication needs of our students and then organise the methods and materials accordingly [1, pp 334-340].

One of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons:

- they may feel that they have no interest in the subject;
- find the teacher's methods unengaging;
- be distracted by external forces.

It may even come to light that a student who appeared unmotivated actually has difficulty in learning and needs of special attention.

While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Teaching a class full of motivated students is enjoyable for teachers and students as well. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

Here are five effective ways to get your students excited about learning:

1. Encourage Students

Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued. You should encourage open communication and free thinking with your students to make them feel important. Be enthusiastic. Praise your students often. Recognize them for their contributions. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A "good job" or "nice work" can go a long way.

2. Get Them Involved

One way to encourage students --- and teach them responsibility --- is to get them involved in the classroom. Make participating fun by giving each student a job to do. Give students the responsibility of tidying up or decorating the classroom. Assign a student to erase the blackboard or pass out materials. If you are going over a reading in class, ask students to take turns reading sections out loud. Make students work in groups and assign each a task or role. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class.

3. Offer Incentives

Setting expectations and making reasonable demands encourages students to participate, but sometimes students need an extra push in the right direction. Offering students small incentives makes learning fun and motivates students to push themselves. Incentives can range from small to large --- giving a special privilege to an exemplary student, to a class pizza party if the average test score rises. Rewards

give students a sense of accomplishment and encourage them to work with a goal in mind.

4. Get Creative

Avoid monotony by changing around the structure of your class. Teach through games and discussions instead of lectures, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos. You can even show a movie that effectively illustrates a topic or theme. Your physical classroom should never be boring: use posters, models, student projects and seasonal themes to decorate your classroom, and create a warm, stimulating environment.

5. Draw Connections to Real Life

“When will I ever need this?” This question, too often heard in the classroom, indicates that a student is not engaged. If a student does not believe that what they’re learning is important, they won’t want to learn, so it’s important to demonstrate how the subject relates to them. If you’re teaching algebra, take some time to research how it is utilized practically --- for example, in engineering --- and share your findings with your students. Really amaze them by telling them that they may use it in their career. Showing them that a subject is used everyday by “real” people gives it new importance. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively.

Students of tourism should be aware of the enormous importance of English in their education because it is an essential tool in any field of their future activity: management, tourist information, promotion of tourist destinations, intermediary companies, hospitality and transportation, etc .Consequently, students of tourism should be highly motivated to learn English and although more often they will probably focus on oral rather than written skills, in their career they must be able to elaborate written documents such as letters or budgets, they should keep telephone conversations, make presentations to audiences, attend fairs and conferences and understand all types of written information on tourist destinations [3, p.167].

For example, students of tourism can be taught practical English conversation used in hotel and catering industry, various issues concerning tourism industry, tips on job interviews and writing resumes, reading and understanding articles concerning such issues of tourism. This is due to the students’ desire to improve speaking English and their need to learn English for future jobs rather than using it in everyday life [2, p.52].

Therefore, as all the studies show, English communication skills are most needed for tourism workplaces and thus listening and speaking skills should be emphasized in students' English courses. Besides, these courses need to make the most use of technology-based activities which can enhance students' oral communication skills. A lot of studies showed that using computers promote foreign language learning through increasing students' language use, and that they can help tourism students to develop their English oral communication skills.

Business English has got a great emphasis by instructors and researchers due to the boost of economic development and economic globalization in the world and although the teaching of Business English has its own problems, the solutions and

teaching innovation in the research have proved effective in motivating learners' interest and developing their language skills. All of them play an important role, since good communication skills in English are vital for our graduates in tourism.

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TEACHING METHODS FOR LEARNING ESP

Methods of teaching English have developed rapidly. As a language learner or a teacher, it is important to understand the various methods and techniques so that you are able to *compete* effectively in today's *job market*, make educated choices, and to enjoy language learning.

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is superior to the others. Also, it is not always possible to apply the same methodology to all learners, who have different objectives, environments and learning needs. An experienced professional language teacher always adopts the Principled Eclecticism Method, deciding on the most suitable techniques from each method and applying methodology according to the learner's specific objectives and learning style.

Each teaching method has a different focus or priority. As mentioned above, the modern language teacher doesn't follow one rigid method, but applies the Principled Eclecticism, especially in ESP teaching. The term "specific" in ESP refers to the specific purpose for learning English. Thus, a teacher should choose the techniques and activities that are appropriate for each particular task, context and learner, with a focus on motivation and helping learners become independent and inspired to learn more.

One of the most common approaches currently used in ESP teaching is Content-based Approach. It integrates the learning of language with the learning of some other content, often academic subject matter. According to the principles of the approach the subject matter content is used for language teaching purposes and teaching is built on students' previous experience. People learn languages when they have opportunities to understand and work with language in a context that they

comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they can use in their professional work or further studies. Learners are motivated when they perceive the relevance of their language use. Of course, vocabulary is easily acquired with contextual cues and language is learnt effectively when used to deliver interesting information. During the lesson students are focused on learning about something. This could be anything that interests them from a serious science subject to a topical news story.

The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs.

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ЗНАЧЕННЯ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ ДЛЯ ОСОБИСТІСНОГО РОЗВИТКУ ТА ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ

Розвиток системи освіти в Україні, її вихід на європейський рівень неможливі без підвищення уваги до викладання іноземних мов. Опанування іноземною мовою, як засобом комунікації, є необхідним, що має на меті набуття студентами відповідних навичок і умінь. Потреби нашої держави у висококваліфікованих спеціалістах, здатних до встановлення ділових контактів та ділового співробітництва з іноземними партнерами, спеціалістах, що володіють іноземною мовою на фаховому рівні, знаходять відображення в робочих навчальних програмах ВНЗ країни.

На дворі епоха глобалізації, діловою мовою світу стала англійська, і хоча поки фахівці з іноземною мовою більше затребувані у великих містах, логічно припустити, що рано чи пізно вона прийде в будь-яку глибинку, як прийшов

Інтернет. Саме так розмірковують кандидати на посаду, які вважають володіння англійською неодмінним атрибутом успішного сучасного фахівця. Проте інша частина здобувачів переконана, що англійська потрібна не всім і не завжди, вимоги роботодавців у цьому відношенні часто завищені, а професіонали в багатьох сферах діяльності й без знання англійської можуть залишатися конкурентоспроможними довгі роки. Фахівці з першої групи вже зробили конкретні кроки в напрямку власного розвитку або мають намір зробити їх найближчим часом. Фахівці з другої групи не поспішають робити конкретні дії, знаходяться в роздумах або вже прийняли рішення залишити все як є.

Тим не менш, напевно, немає ні одного мудрого кандидата, який би не визнав, що знання іноземної мови в будь-якому випадку є істотним плюсом, і навіть якщо не додає переваг на конкретному місці роботи, то в майбутньому напевно стане в нагоді. Але вивчити іноземну мову, навіть таку просту, як англійська, не так швидко, тримісячних або піврічних курсів для отримання фундаментальних знань явно недостатньо. Добре володіння мовою – справа витратна за часом і фінансами (якщо ви, звичайно, не володієте настільки сильною мотивацією, що здатні вивчити мову самостійно). Кандидатам не хочеться витратити час даремно, вони хочуть знати, чи дійсно мова потрібна в роботі й при працевлаштуванні чи все-таки можна обійтися без неї.

Без іноземної мови зараз нікуди – ось поширена точка зору менеджерів з підбору персоналу великих компаній та кадрових агентств. Перший аргумент на користь володіння іноземною – без англійської на добру посаду можна не розраховувати, оскільки вимоги компаній рік від року посилюються. Чим більша компанія й вище посада, тим частіше у вимогах до працівника зустрічається "обов'язкове знання іноземної мови", зазвичай англійської.

Крім того, хоча вартість фахівця на ринку праці не підвищується, але знання англійської збільшує шанси кандидата на працевлаштування, оскільки дозволяє йому розглядати більш широке коло вакансій. Той факт, що більшість описів сьгоднішніх вакансій включають в себе обов'язкової вимоги "знання англійської мови не нижче рівня upper-intermediate, є безперечним. Знання іноземної мови сьогодні є якщо не перепусткою в компанію, то, принаймні, допуском до участі в "конкурсному відборі". Скільки разів трапляються ситуації, коли кандидат мав усі професійні якості та необхідний досвід, але незнання англійської чи недостатнє володіння нею закривало перед ним двері. Отже, гарне знання англійської мови значно розширює можливості при пошуку нового місця роботи.

Крім іншого, володіння англійською також дозволяє фахівцеві підтримувати свою конкурентоспроможність. За інших рівних роботодавці завжди вважають за краще брати на роботу того, хто володіє більшими навичками, навіть якщо не всі з них будуть затребувані на поточній позиції. Єдиного пояснення цьому явищу немає, але з великою часткою ймовірності можна сказати, що спрацьовує психологічний чинник.

Звичайно, з точки зору роботодавця та менеджерів з підбору персоналу співробітник, який володіє іноземною мовою, володіє більшою привабливістю,

ніж його колега без знання іноземної. Навіть якщо іноземна мова прямо зараз у роботі не потрібна, завжди може виникнути ситуація, коли вона буде необхідною.

Отже, для тих, кому нецікаві традиційні кар'єрні можливості у фармацевтичній сфері, можна звернути увагу на вакансію медичного кореспондента. Успішному кандидатові належить написання новин, статей, аналітичних оглядів на медичну тематику, участь у тематичних заходах і підготовка публікацій за їх результатами. Головні вимоги – профільна вища освіта, знання ПК на рівні користувача, володіння англійською для роботи з документацією.

Вивчення англійської мови – це важкий і тривалий процес, що вимагає терпіння, концентрації та впевненості в успішності його завершення. Для того щоб домогтися серйозних результатів у навчанні, будь-яка людина має потребу в мотивації, адже без неї ентузіазм проходить дуже швидко і процес вивчення мови перетворюється на рутину.

Знання мови сприяє розвитку розумового потенціалу, розширенню світогляду, професійному зростанню, повазі й визнанню серед друзів і колег. До найбільш сильних мотивуючих факторів можна віднести:

1. **Успішне просування по кар'єрних сходах.** Адже працівник, який володіє іноземною мовою, цінується набагато вище. Відповідно, шанси отримати більш високу посаду значно зростають. До того ж є можливість улаштуватись на роботу в іноземну компанію або сміливо вирушати працювати за кордон. Володіння англійською дозволяє вести листування та переговори з іноземними партнерами, писати наукові праці, статті та публікуватися у закордонних виданнях, що також істотно підвищує кар'єрні перспективи.

2. **Можливість навчатися за кордоном.** Знаючи мову, можна спробувати свої сили і вступити до іноземного університету або ж пройти стажування за своєю спеціальністю за кордоном.

3. **Необмежений доступ до інформації.** Англійська мова – це міжнародний засіб спілкування, тому що саме нею проходить більшість міжнародних конференцій, форумів, семінарів, видається величезна кількість технічної та наукової літератури. За даними «Вікіпедії», більше 50% усієї інформації, розміщеної в Інтернеті, опубліковано саме англійською, що відкриває величезні можливості з вивчення будь якої цікавої тематики.

4. **Задоволення власних амбіцій і прагнення до саморозвитку.** Успішне освоєння англійської мови – це відмінна можливість продемонструвати наполегливість у досягненні поставленої мети, а також власні інтелектуальні здібності. Вивчення будь-якої мови є й чудовим тренуванням пам'яті, що в подальшому дозволяє легше засвоювати будь-який матеріал.

5. **Відсутність мовного бар'єру під час подорожей,** адже англійську в якості рідної використовують понад 400млн осіб, ще близько 1млрд вільно нею розмовляють. Англійська мова використовується в усіх готелях світу, аеропортах, на вокзалах, у великих музеях, тому її знання автоматично вирішує

численні проблеми, з якими може зіткнутись турист під час подорожі. Знання англійської призводить до стирання культурних і національних кордонів, бо людина починає відчувати себе громадянином світу й може легко вступати в контакт із представниками інших народів.

6. Наявність родичів або друзів за кордоном є чудовою мотивацією для вивчення англійської, адже це дозволяє не втрачати родинні та дружні зв'язки, а також не відчувати проблем у спілкуванні з новим членом сім'ї. Крім того, наявність у сім'ї іноземця, який володіє англійською, сприяє вивченню культури та традицій його країни, а зробити це без знання мови практично неможливо.

7. Можливість насолоджуватися творами в оригіналі (книги, пісні, фільми, вистави тощо), адже відомо, що при перекладі з іноземної мови перекладач інтерпретує твір по-своєму. А перегляд фільмів англійською дозволяє не тільки оцінити красу картини та її сюжет, а й отримати задоволення від гри акторів, яка повністю втрачається при дубляжі.

8. Допомога своїм дітям при вивченні англійської мови. Знання мови та її постійне вживання в домашніх умовах значно полегшує процес її вивчення дітьми, оскільки навчання буде проходити у природних умовах і без будь-якого примусу. У перспективі ж вдасться заощадити значні фінансові кошти, які в подальшому довелось б витратити на репетиторів чи курси вивчення англійської.

Поступово прогрес буде помітним, а подальше навчання буде проходити тільки в задоволення. Адже з кожним новим заняттям процес засвоєння матеріалу здійснюється швидше. І головне, пам'ятати, що мотивація – це потужний психологічний інструмент, бо саме вона допомагає не припиняти рух уперед, а наполегливо просуватись до своєї мети й долати всі труднощі у вивченні мови.

Іноземна мова сьогодні є не просто частиною культури певної нації, але це і запорука успіху, майбутньої вдалої кар'єри студентів. Досягнення високого рівня володіння іноземною мовою не можливе без фундаментальної мовної підготовки в вищій школі. В більшості ВНЗ країни студенти опановують принаймні дві іноземні мови.

Розвиваючи базові компетенції студентів, викладач повинен пам'ятати про стимулювання зовнішньої і внутрішньої мотивації студентів, розуміти ці мотиви і керувати ними. Викладач не має право на помилку – адже її ціна надто висока. Праця викладача – це праця без чернетки. Вміння залучити студентів у процес активного засвоєння іноземної мови є справою досить складною і в багатьох випадках визначається намаганням студентів надбати та вдосконалити свої мовні вміння та навички.

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