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D. Mazin

PEER EDITING OF WRITTEN TEXTS IN ENGLISH CLASSES: THE FACTORS OF SUCCESSFUL IMPLEMENTATION

The article deals with contemporary principles of learning English by university students. It highlights the psychological, speech, didactic and methodology benefits of introducing an innovative method of learning – peer editing of written texts in English classes at university.

Keywords: methods of teaching a foreign language, methods of teaching English in Ukrainian universities, innovative methods of teaching, peer editing of written texts.

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I. Pirozhenko, V. Shapovalova, S. Selivakina

PECULIARITIES OF TEACHING ENGLISH TO FUTURE ENTRANTS

The article gives the features of preparation of entrants to pass English tests at universities. It also describes advanced pedagogical experience, the methodology of teaching English, of teachers of the Kyiv Lyceum “Naukova Zmina”.

Keywords: methods of teaching English, the entrant, good teaching experience.

Entry

Education is no longer the privilege of a few; it is no longer property. This is a long process in which everyone benefits and gains experience and knowledge.

Improvement of the national system of education should occur within the framework of the national

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policy of protection of national interests and national security of Ukraine, as well as a comprehensive strategy for the implementation of humanitarian policies in all sectors (educational, scientific, ideological, religious, ethnic, informational and cultural, etc.).

The Law “On Higher Education” (2014) makes clear that the educational process should provide for

the education of harmoniously developed person (section IX, article 47, paragraph 1), and in the definition of the competence of graduates it is said that they should combine knowledge, abilities and practical skills, ways of thinking, professional, philosophical and civic qualities, moral and ethical values (section I, article 1, clause 13).

Presentation of the basic material

The Ministry of education and science of Ukraine has started to respond to the challenges in education and has developed mechanisms so that pre-school children, pupils and students could easily get Ukrainian education.

So as part of the main event of educational sphere – the Sixth International Exhibition “Modern Educational Establishments – 2015”, held 12–14 March 2015 in Kyiv Palace of children and youth, the current problems of modernization of the industry, the way of integration to European educational space, especially entering higher educational institutions in 2015 were discussed during the 47 scientific-practical conferences, thematic seminars, round tables, presentations and master-classes of teachers and scientists from different regions of the country. On 20–22 October, 2015 in Kyiv Palace of children and youth there will be held the Seventh International Forum “Innovation in Modern Education” as a unique professional forum of educational, scientific research and technical innovations in Ukraine, which widely presents innovation activities in educational field. This is an effective platform for the promotion of innovative educational methods and information technology, for dialogue between representatives of public sector, companies-producers of software solutions and education institutions, to promote international cooperation on joint scientific and scientific-technical researches, conferences and seminars, academic exchange students, students, postgraduates and professors.

Today’s 11th graders are on the threshold of adult life and trying to navigate in the information space. The main thing is to understand what you want. Imagine, you, 11th graders. Ideally it needs to go to college for 4 years to get a profession that will feed the next 5–10, maybe 15 years, not more, because the world is not standing still.

Society is becoming more technologically advanced, the knowledge base is changing; what is considered “inclusive education” is changing the knowledge base. Thus, we need an understanding of simple concepts and complex theories. As a result of these changes, the quality of education will increase,

which primarily depends on the creative application and development of new technologies.

Then they have to develop independently. In fact at university students receive training in their first job.

If the applicants are not ‘somewhere to the budget’, and exactly where wish, clearly understand what they want – they do almost always.

Therefore, the advice for future 11th graders current 10th graders:

- do not panic;
- make the right choice, decide what you want to do;
- select the school where you would like to gain knowledge;
- achieve the required result.

The popularity of the universities is that the students are not professionally oriented. At the same time they apply for tourism, hydropower and law, for example. This is completely different directions. It is not only the problem of children. Parents, like children, need to understand the differences between specialties, employability after having graduated. Accordingly, a query is formed – to school, university, employer, who in turn make a request to receive information.

NaUKMA, for example, holds open days, career fairs.

At NaUKMA, those students learn who are impressed by the system of free creative learning. At our university students gain not only knowledge on specialty but also a thorough knowledge of the English language, which is the second working language, after Ukrainian, which makes them competitive in the labour market.

Modern paradigm of school education considers foreign language as an important tool for intercultural communication. This approach sorts the learning process on the formation of graduates of educational institutions the ability to social contact with representatives of other linguoculture in the most typical situations of speech interaction. Achieving this level of formation of skills and abilities provides interrelated communicative, cognitive and socio-cultural development of the student.

The proposed programme of external evaluation is established taking into account the main provisions of the State Standard of Basic and Complete General Secondary Education, CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment) (level B1) and levels of educational achievements of secondary schools leavers as outlined in the content of existing programs in foreign languages for secondary schools of Ukraine (2–11 grades). The preparatory courses at the university will help to prepare to pass EIT.

What are the advantages of courses at the university?

1. The university is interested in training students who can successfully pass the test and enroll.

2. The entrant can see the educational establishment from the inside: there's a whole year to evaluate what is required here, the attitude to the future student, psychological microclimate.

International educational institutions, employers and immigration agencies require international proof of competence in English. Since Ukraine uses a more European system of evaluation of knowledge of a foreign language, the need for preparatory courses is increasing.

NaUKMA is the first Ukrainian university, which introduced a system of anonymous testing for admission with detrimental equal opportunities for all students. This system was later adopted and implemented by the Ukrainian Center of Educational Quality Assessment (UCEQA).

Preparatory courses, students attend, taking care of their future, were established in 1998 as a division of the university to prepare applicants for admission in all bachelor programs at NaUKMA. With the introduction of External Independent Testing (EIT) the goal has not changed, but methods and techniques according to motivational problems.

Preparatory courses offer students a variety of learning:

– daily (for those who have complete secondary education);

– evening and weekend school (for pupils of 11th form);

– distant (for pupils of 11th form and all interested persons with secondary education) and differs only by the number of hours of practical training and the intensity of control measures.

English, like other disciplines, is estimated according to NaUKMA rating 100-point system of knowledge assessment: less than 60 points – unsatisfactory; 61–75 points – satisfactory; 76–90 points – good; 91–100 points – excellent.

Additionally, up to 10 points may be added for applicants of the bachelor at Kyiv-Mohyla Academy, which in the year of entry finished preparatory courses (at least 3 months and 150 hours of study) and enter Natural Sciences and Mathematics or Engineering and Technical specialties, namely:

Applied Mathematics, Software Engineering, Computer Science, Ecology, Biology, Physics, Chemistry. According to the statistics of previous years, 60–70 % of graduates of the preparatory courses become the students at NaUKMA. It should be noted that many graduates successfully pass the EIT and become students of other universities.

The courses are provided by the lecturers of our university and are based on the secondary school curriculum with consideration of the peculiarities of the educational activities and requirements for entrance examinations. The role of the teacher in the education system remains unchanged. They work directly with students, prepare teaching material and spread by means of technology. The EIT system, the level of trust in society is different, is constantly evolving and improving. So this year introduces 2-level tests, that is tests of different difficulty levels. Also, DPA and EIT tests in the Ukrainian language are combined. According to the UCEQA, in the future paper-based tests should be abandoned and computer testing should be introduced. Of course, this requires a lot of money. Also, this way you can completely eliminate the human factor.

But today, testing has no alternative. From observing the results of the tests in English 2014, they are not entirely satisfactory. 25 % percent of applicants have not even started to perform the creative task. According to experts the reasons for this situation:

- the quality of textbooks;
- weak material and technical base;
- inadequate number of hours.

The above-mentioned reasons do not stimulate learning. It is also about the approach to learning. Students are taught to memorize information, but not apply it. From my own practice I want to add – a significant number of students cannot correctly formulate the thoughts and not only their native language. But there are positive developments. For example, those who got 200 points, compared with the previous year, increased by 54 people (there were 33, now 87). According to the results of surveys of students the most difficult part in the test in English is Use of English.

So advice to all applicants in preparing for your English test: develop all the necessary language skills, learn competently to formulate the thoughts. For example, a personal diary can help. During the test preparation write in it in English. There is no need to write a lot. You can start with one or two sentences a day, gradually increasing the number. Short audio will help you to translate texts on any subject orally or in writing. It is important to work on expanding your vocabulary. To stimulate the imagination, to form their own system of values, it is necessary to read. As a result, it will contribute to the successful writing of the test.

We would like to draw attention to an interesting headstart of teachers of the Kyiv Lyceum of “Naukova Zmina”, which has developed the optional course for grades 8–9 “My City – Kyiv”).

The content of this course is the key to interest the students in learning English, especially because it is based on the cross-cultural aspect.

Modern education in Ukraine aims at humanization, which differs from previous views on education denying legacy learning objectives. Foreign language teaching, in accordance with the requirements of the time, is a comprehensive approach, which carries not only just dry rules and texts from teacher to student but also carries them into the cultural environment of the country the language of which is being learned [1, p. 5]. It's a well-known fact that the modern foreign language teacher forms the student's communicative competence, supports and encourages students to the process of learning a foreign language. In the process of learning a foreign language students are introduced to the culture of the country, its traditions, history and modernity. However, cross-cultural aspect is well implemented not only through the study of the traditions of the country whose language pupils are studying [3, p. 108].

At the Lyceum of "Naukova Zmina", at English lessons, the encyclopaedic project is implemented, a special course "My City – Kyiv" [2], the content of which successfully combines linguistic and sociolinguistic competence, and the approach is based on cross-cultural aspect. This requires teachers to find new approaches to teaching a foreign language, rejection of outdated forms and methods of training. The uniqueness of this project lies in the fact that the opportunity to compare the realities of Kyiv and cities in the UK is given. In

addition, teenagers dive into the history of our city, exploring it, they discover a city like never before, because the process happens in English. The sections are divided into divisions, each of which contains themes. They consist of texts in the English language, vocabulary tasks, exercises to check understanding and level of mastering of the studied material. Each topic has exercises to perform creative tasks of design type. It is important that teachers and students extensively use the Internet, creating presentations and uploading them to blogs. Thus, the interaction teacher – student – the Internet is interactive, which is very important for modern teenagers, moreover, it also keeps their interest in learning English.

The topics of the theoretical part of the course "My City – Kyiv" includes the study of geography, population, history, sights and architecture of Kyiv. The practical part of the course involves the creation of individual projects on a given theme that aims at self-efficacy and the development of the search activity of young people. The program is the broadening of pupils' worldview, their vocabulary, cognitive and creative abilities [2, p. 4].

Thus, by implementing this project the main purpose of foreign language as a subject area is implemented, namely, promoting the acquisition of students skills to communicate in oral and written forms in accordance with motives, purposes, and norms of social behavior in different spheres and situations. And our ancient city, the capital of Ukraine, Kyiv, its history and present, serves as a great motivation for mastering a foreign language.

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Піроженко І. Д., Шаповалова В. І., Селівакіна С. І.

ОСОБЛИВОСТІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ МАЙБУТНІМ АБІТУРІЄНТАМ

У статті проаналізовано особливості підготовки абітурієнтів до складання тестів з англійської мови. Описано передовий педагогічний досвід з методики викладання англійської мови в київському ліцеї «Наукова зміна», де реалізується лінгвокраїнознавчий проект, у якому вдало поєднується мовленнєва та соціолінгвістична компетентність учнів.

Ключові слова: методика викладання англійської мови, абітурієнт, передовий педагогічний досвід.

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