

great importance. In the process of listening, such a unit is a semantic decision, the unit of speaking is a speech act. We think, that a speech act is the simplest unit of verbal communication, the basic characteristics of which there are communicative content and communicative form. The communicative content of a speech act is considered to be the semantic content of the utterance in psychological literature. As a rule, the lexical-grammatical and intonation design of the translated text material is taken as communicative form.

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### DIALOGICAL FORMS OF TESTS AT THE LESSONS OF THE ENGLISH LANGUAGE IN A HIGHER SHOOOL

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The study of a Dialogue as an interaction of different semantic positions is connected with philosophical and cultural ideas. A new image of a dialogue appears in the researches of scientists (Dubovyk, Mytnyk, Mykhalchuk, Ivashkevych & Hupavtseva, 2020). On the basis of the concept of “logic of a dialogue” we put, in particular, the following sayings: “To think means talking to oneself. That is, to hear oneself internally (through reproductive imagination)” and “Language finds its true being only in dialogue. The word dies in inner speech, giving rise to thought”. In internal dialogue there is a circulation of texts, their polyphony, counterpoint and not just existence. This constant development rebuilds the entire dialogue as a whole, where a new dialogue, new active scripts of the internal dispute are formed. Each person, to the extent that he/she thinks creatively, carries out his/her thinking in an internal, mental dialogue with himself/herself, and this dialogue can be a clash of radically different logics of thinking.

Scientists (Mykhalchuk & Khupavsheva, 2020), taking into account the experience of philosophers of the 19th century, approaches the study of a dialogue in a somewhat new way, taking the action on oneself as a primary basis, which was ignored by the Philosophy of the 19th century. Therefore, the thinker imagines his/her Double: he/she expresses contradictions to himself/herself, eliminates them himself/herself, and only then it is the thought considered to be proven. Therefore, where there is only a monologue, there are no opportunities for Logics in general and for Logics of creativity in particular. Therefore, in order to understand the Logics of real, living thinking (a Dialogical, Creative Logics), it is necessary to answer two questions:

1. What must be done in order to logically reproduce “You” in the “Other Me” of my own thinking (but what it is reproduced not as a Double, but as a Partner of Communication)?
2. How can one reproduce “Experience”, “Well-being” in the person’s imagination?

Answering these two questions, we came to the idea of a Multiple Subject of Creative Thinking, to the need to logically show the structure and the form of movement of theoretical thought, the logics of the creator of this thought's being closure on itself, the logics of communication with oneself, the logics of his/her readiness for creativity.

It is generally acknowledged that the constant use of different materials in the educational process have educational and developing potential, forms that are interesting for students to study a foreign language, with which there are significant reasons of improving the effectiveness of studying the languages. Therefore, it is not coincidence that one of the problems, having been discussed according to the modern methods is the problem of providing students with knowledge in the field of regional studies and to reach the application of these knowledge to be fixed in the process of teaching foreign language communication. In the absence of the linguistic environment, which, without a doubt, it is the main source and, at the same time, it is incentive for learning, in particular, dialogical speech, may be printed in a foreign language text.

The selection of colored material should be conditioned by different spheres and forms of a real foreign language communication of pupils, a real reserve of linguistic resources, the possibilities of using the obtained regional knowledge information, knowledge, having been learned by students at the lessons from the foundations of science, the diversity of cultures and the contemporary activities of the countries having been studied. The factor of age peculiarities and interests of students is also important for the personal development of students. Much information can be familiar to students and their inclusion into the educational process, that can reduce its informativeness, and thus actualize a cognitive activity of students.

Texts of a regional nature may include information about the geographical location and natural features of the country having been studied, on the city's sights, progressive public figures, traditions and holidays, classics of literature, outstanding artists and composers; materials about folk art, about lifestyle and social structure, about the lives of schoolchildren and youth. It is important to involve into the educational process

materials that reflect the cultural and historical features of the country and our native land. A special place in the selection of tests is the information from the press. In the early stages of providing activities with new material, it is advisable to use short messages, titles of various articles, correspondence and signatures under illustrations. They are convenient to actualize the conciseness and relatively small number of unfamiliar words. They attract students with their urgency and allow the teacher to expand the subject of the texts from the textbook. The category of learning methods in the best way can bring pupils closer to the natural cultural environment. In such a way ***tests have to include, first of all, authentic texts***. These texts should contain factual material that is interesting to students and satisfies their sphere of interests, focused mainly on such topics:

- 1. Youth culture of adolescents in the West.*
- 2. Everyday life of pupils abroad.*
- 3. Education in the UK, USA and other countries.*
- 4. Outstanding people in the countries of study.*
- 5. Royal Family.*
- 6. Nature Conservation in the UK, USA and other countries.*
- 7. Questions of religion and religion in the United Kingdom and the United States.*
- 8. Sports (favorite sports teams and youth idols abroad).*
- 9. Cities of the countries to be studied.*
- 10. National heroes of the countries being studied.*
- 11. Scientific achievements.*
- 12. Humor of the peoples of the United Kingdom and the United States.*

These are such texts that need to be taken away when developing the tasks for testing with the purpose of the formation of skills and abilities of monologue and dialogue speech of students. The tests for the verification of dialogical speech are based on authentic texts of the English language. They include:

1. *Respondent (answers to questions) and reactive tasks, conditional conversation.*
2. *Objectives of reproductive nature (transfer of message, information).*
3. *Tasks of a discursive nature (commentary, discussion).*
4. *Compositional tasks (oral works based on the material, free story).*
5. *Initiative tasks (press conference, interviews).*

Answers to questions are considered to be the most popular tasks in the process of teaching method of a foreign language. Transmission as a conscious reproductive speech activity is the direct preparation for arbitrary expression of thoughts during dialogue communication. Depending on the method of organization, the transferring can take place both in the conditional and in real-motivated situations. ***Translation as a process of translating tests*** can be differentiated depending on the nature of the source of a text, by the way it is presented, the methodological aim and organization of the activity in the whole class. At the university all types of texts can be used in terms of their content structure – a description, a narrative and the discourse. The content of the text can be reproduced completely or abbreviated, as the abstract or a selective one.

***The next kind of the test is a statement on the basis of a problem situation.*** The essence of this test is the awareness and the decision of the students of a certain extra-linguistic task, which is accompanied by the “extradition” of the predictive speech product. From the point of view of speech situation, the problem differs by depersonalized scripts (in relation to the speaker) and circumstances, by exteriorization of speech stimulus, the variability of the most successive operations. In addition to these theme-task and exposure, the structure of the problem situation also is included into the question of updating its content and proposing instructions for speech actions. The exposition is a

verbal description of a certain coincidence of real (imaginary) circumstances that implicitly contain some contradiction or a problem.

***The next kind of test is commenting.*** The essence of this type of test is that one, when the speaker after receiving certain information explains his/her attitude to the text and expresses in this regard his/her judgment comparatively, according to generalizing or appraisal nature. Objectives of commentary may be, for example, an invitation, a theatrical program, an advertisement, newspaper or magazine articles, international events, humorous drawings, etc. ***The next kind of test (proposed in a speech form) is oral story.*** This is a main form of test of a composite nature. It is a monologue in the form of a presentation which can be both prepared and unprepared. There are the following types of stories: ready-made plot in curtailed form; according to proposed situation; on some proposed topic; by use of proverbs, winged expression; by their own subject the students selected some topics in connection with the materials having been read.

***The next kind of test is the activity on both with the informational and the linguistic basis of the text. This type of the activity is used*** for the development of dialogue skills, which involve four main phases, and each of them includes a set of exercises and tasks with the aim of consistent seizure of information from the text and its use for the development of skills and abilities for making up oral dialogical expressions. In the process of using the exercises to identify the development of skills and abilities in the process of speech communication, students are expected to: 1) mobilize his / her life experience related to the topic, or the facts, which are necessary for its disclosure; 2) group the information in such a way as to create logical units (prosaic stanzas) that could reveal the micro-thesis of the statement; 3) integrate information from different sources into the statement on the given topic; 4) express their personal attitude, assessment of events, facts and phenomena.

***The first stage (pretext)*** is implemented before reading the text. Exercises at this stage have the aim for predicting content and semantic information of the text, as well as the removal of possible difficulties, having been fixed by the phonetic, lexical and grammatical nature. ***The second stage (textual)*** is the reading of the entire text silently.

The reading process can take its place in the classroom or at home by proposing the teacher's instructions. ***The third stage (post-text)*** involves the process of performing tasks by the teacher to control the understanding of the content of the text having been read, as well as exercises have the aim at assimilating the linguistic means that provide the skills for operating by students these tools by their own statements at the level of the phrase or unpublished unity in the connection with the content of the text. ***The fourth stage*** is the stage of performing speech exercises, the purpose of which is to develop students' abilities to make fluent oral monologues on the basis of semantic information of the text. Exercises with problematic tasks are carried out, which are based not only on information of the text but also on own experience of students.

Below we'll describe the activity with the text on the third and the fourth stages of studying the foreign language at the university.

### ***Fragment 1.***

***Stage 1.*** Post-text exercises are used to check the basic text information.

***Aim:*** To check the understanding of the main content of the text.

***Method 1:*** Use cross-selection texts.

*Teacher: So, you have read the essay "Life at the University". Now we'll check your comprehension. Here is the matching test. You are to match the beginning of a sentence with its ending (5 minutes for the test) (this task is proposed for students of the 1<sup>st</sup> course).*

1. *Universities in Great Britain choose their students...*
2. *For all British citizens a place at university...*
3. *The grants cover...*
4. *If the parents do not earn much money...*
5. *Most 18 and 19 year – olds in Britain...*
6. *Anyway, the three university terms...*
7. *The first year university students...*
8. *During the first week all the clubs and societies...*

9. *The freshers are learning how difficult it is...*
10. *In Oxford and Cambridge the study system is based...*
  - a) *tution fees and some of the living expenses.*
  - b) *their children will receive a full grant.*
  - c) *are farely independent people.*
  - d) *after interviews, and competition for places at university is fierce.*
  - e) *brings with it a grant from Local Educational authority.*
  - f) *are called freshers.*
  - g) *to change from a school community to one of many thousands.*
  - h) *entirely around such tutorials which take place once a week.*
  - i) *are only ten weeks each.*
  - j) *hold a “freshers’ fair” during which they try to persuade the new students to join their society.*

*Key (1d; 2e; 3a; 4b; 5c; 6i; 7f; 8j; 9g; 10h)*

The test is checked immediately after it was proposed to students (after time the teacher gave for its doing). Thus, the students are immediately asserted. The test is performed in the absence of more than one mistake. Based on the test results, the teacher concludes if the students understand the correct statements of the basic facts.

**Method 2.** Selection of information, reading the sentences aloud and translating them into the Ukrainian language.

*Teacher: I see you understand the essay. Now try to find as quickly as possible the sentences containing information about freshers. Read them aloud and translate into Ukrainian.*

*Student 1: (reads) First year university students are called “freshers”, (translates). Студентів першого курсу університету називають “freshers”.*



*Student 2: (reads) Often freshers live in a “Hall of Residence”, or near the college campus. (translates). Часто першокурсники живуть в гуртожитку, який називається “Hall of Residence”, або недалеко від університетського містечка.*

*Student 3: (reads)... etc.*

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## ЦИФРОВІ ІНСТРУМЕНТИ У НАВЧАННІ НІМЕЦЬКОЇ МОВИ МІГРАНТІВ У НІМЕЧЧИНІ: ЕМПІРИЧНИЙ АНАЛІЗ ТА МЕТОДИЧНІ ІМПЛІКАЦІЇ

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