

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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Студентський науковий вісник



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Михальчук Н.О., доктор психологічних наук, завідувач кафедри практики англійської мови, РДГУ;

Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Рецензент:

Воробйова Л.М., кандидат філологічних наук, професор кафедри теорії та історії світової літератури РДГУ.

Упорядник випуску:

Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

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concrete outcome (e.g., a brochure, a written report, a bulletin board display, a video, an article for a school newspaper, etc). Haines identifies four types of projects:

1. Information and research projects that include such kinds of work as reports, displays, etc.
2. Survey projects which may also include displays, but more interviews, summaries, findings, etc.
3. Production projects which foresee the work with radio, television, video, wall newspapers, etc.
4. Performance/Organizational projects which are connected with parties, plays, drama, concerts, etc. [16, 59].

On the basis of the literary sources studied we can come to the following conclusions that project work has advantages like the increased motivation when 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; learners often get help from parents for project work thus involving the parent more in the child's learning; if the project is also displayed parents can see it at open days or when they pick the child up from the school; a break from routine and the chance to do something different.

The disadvantages of project work are the noise which is made during the class, also projects are time-consuming and the students use their mother tongue too much, the weaker students are lost and not able to cope with the task and the assessment of projects is very difficult. However, every type of project can be held without any difficulties and so with every advantage possible.

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Науковий керівник: канд. психол. наук, доцент. Верьовкіна О.Є.

Olha Dyshchakovska

*Rivne State University of Humanities
Rivne*

ORGANIZATION OF CLASSROOM-INDEPENDENT WORK ON FOREIGN LANGUAGE LESSONS IN HIGH SCHOOL

The research is dedicated to the problem of organization classroom-independent work on foreign language lessons in high school. To reach this aim we have to define the main notions connected with the topic.

Independent work of students in high school is an important educational activity that contributes to the formation of a system of fundamental subject and scientific knowledge. Independent work of students is carried out in extracurricular time.

In the new educational paradigm a student from a passive consumer of knowledge should become an active subject, able to solve problems independently, finding effective ways to achieve them. In this vision of the educational process at the students' independent work is not just a form of educational process, it is transformed into its integral basis.

It should be noted that independent work of students, being important part of educational process, requires optimal terms for the organization and effective realization. According to the opinion of scientists, permanent optimization of independent work of students allows to activate the process of cognition and find the new ways of student's self-perfection.

In methods of teaching the term of independent work is understood as the various types of students' individual and group activities in the process of classroom and extracurricular classes. The concept of independent work, according to the researchers, includes the search of necessary information, acquisition of knowledge and its use for the solution of educational, scientific and professional tasks. Supposing the activity that is aimed to the student's self-education, independent work involves the implementation of different tasks of educational, productive, research and self-educational character, acting as a means of mastering the system of professional knowledge, methods of cognitive and professional activity, and formation of skills of creative activity.

Next, let's consider the meaning of "independence". In the pedagogical encyclopaedic dictionary, this concept is revealed as one of the leading qualities of personality; reflected in the ability to set some goals, achieve them on their own. Independence means a responsible attitude to the actions, the ability to act consciously in all conditions, to take unconventional decisions.

On the basis of generalization and analysis of basic concepts given in scientific literature it is possible to conclude, that independence is the basis of independent cognitive activity. Consequently, the process of organization of independent work of students in the language teaching first of all must be aimed at formation of creative independence that lead to conscious language learning.

Considering independent work from these positions, scientist N.G.Dairy distinguishes the following signs: a) absence of outside direct assistance; b) reliance on own knowledge, skills, beliefs, life experience, worldview, their use in addressing the issue and resolving it differently, the expression of a personal relationship, a statement of his own reasoning, initiative, creativity; C) the content of the work – as educational, logical is important and meaningful, and enriches the student so stressful thinking and its development.

Based on the research of scientists, we should recognize that independent work, assisting the development of the level of students' independence can be of four types: - reproducing, forming skills, memorization of methods of activity in particular situations; - reconstructive-variability, allowing the transference of knowledge intelligently in typical situations, to analyze, to create conditions for the development of mental activity and cognitive activity; - heuristic, contributing the formation of creative personality of students, generalization and systematization of the acquired knowledge, transfer them to non-standard situations; - creative, allowing students to gain completely new knowledge, to consolidate the skills of independent search of knowledge.

At present independent work can be classified according to the guiding principles. Briefly we consider the most commonly used among them are:

Independent work (IW) according to the time and control form:

1. Short-term, completed directly in auditorium conditions or at the moment of preparation for the classes with current or intermediate control.
2. Long-term, connected with independent search, high activity level of students, requiring more continued preparation (e.g. project activity) using intermediate and final control [3, 60].

IW according to the form of students' organization:

- individual;
- pair;
- collective (group).

We can notice that individual IW (however not frequently) is conducted in secondary and higher educational institutions, but the group option is a very rare phenomenon. Although the ability to work independently in a group is very important as a person lives in the society and in some way faces

the group, fulfills the joint activity and his inability for joint work would negatively affect the results of group's work as a whole [6, 14].

It is very important to provide more time for organization and conduction of group IW as the group is the exact surrounding that motivates and stimulates the students. Methodologists, namely A.E.Kapajeva have proved that group interaction enriches knowledge and skills, special and general educational actions, serves for formation of self-control and self-appraisal [1, 15].

IW according to the place of fulfilment:

- during auditorium classes;
- at the laboratory;
- outside the school

IW according to leading needs and priority-driven objects of mastering:

- work on the language means with the purpose of language material accumulation;
- work on foreign language text as a product of linguistic culture;
- training work on the language means;
- independent speaking practice [6, 18].

IW according to the form of the teacher's participation:

- personally controlled by the teacher;
- controlled by the teacher indirectly (using instructions, rules, study aids etc.);
- uncontrolled by the teacher (by personal initiative of the students).

IW according to interaction between the teacher and the students:

1. Uncontrolled where the teacher determines the level of linguistic competence and background for IW skills development, the students act according to the "trial-and-error" method;
2. Imaginary IW, when the teacher uses strict control technique. The students act determinedly within the strict framework of a task;
3. Fragmented, when the teacher uses strict and flexible control techniques. Students act combining independent and suggested actions;
4. Relative, when the teacher gives the task in the most general form and the students act independently and freely [7, 34].

One of the main aims of modern language education is the formation of "autonomous student", whose main skill is the ability to control and assess his own educational progress. As F.M.Rabinovich states, self-control provides self-determination and self-development in educational activity. Namely self-control is that personal feature of the students, which places them in the position of a subject of educational process, which means the ability to assess their own knowledge, actions and progress represented by their own initiative [5, 34].

The analysis of scientific research of self-control skills formation (P.K.Anohin, L.G.Voronin, P.Ja.Galperin, V.V.Davydov, K.B.Jesipovich, I.A.Zimniaia, and F.M.Rabinovich) allows establishing its great importance for the students' independence development. Namely self-control can be estimated as the main factor of educational level of competence and the students' independence rate. This skill should be developed together with foreign language mastering.

Methodologists and psychologists figure out two forms of self-control: external (realized) and internal (automatic).

As K.B.Esipovich states, self-control is the ability of the students to appreciate their own actions and regulate their own behaviour [3, 57].

According to N.F.Koriakovtseva, we consider self-control as a certain strategy of educational activity aimed to control the educational task fulfilment and ways of its solving [13, 112]. Here with we can outline some means of self-control and successful communicative activity. They are: independent testing, reading control, record and listening control of own verbal speech etc. Complete formation of internal self-control is a very long-lasting and complicated process. The teacher is supposed to form not only speech self-control, but the control of educational activity in foreign language learning as a whole that will let students manage and regulate their learning activity independently. With this aim the students should realize self-control, teacher's control and mutual control as objective phenomena of teaching and learning process.

M.E.Breigina [1, 25] offers the following stages of self-control formation:

- to learn how to understand and accept the teacher's control;
- to learn how to observe and analyze educational activity of the students' partners in the group;
- to learn how to perform self-monitoring of own educational activity.

To sum up independent work of the student shouldn't suppress interest of the student; it has to speed up his work. Independent work of students is important part of educational process. It requires optimal terms for the organization and effective realization

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Науковий керівник: докт. педагог. наук, професор Безкоровайна О.В.

Iryna Yezerska

*Східноєвропейський національний університет імені Лесі Українки
Луцьк*

TEACHING ENGLISH AS A FOREIGN LANGUAGE TO THE CHILDREN WITH AUTISTIC SPECTRUM DISORDER

The recognition of students with special needs has been increasing significantly in Ukraine recently. Thus, both better understanding and supportive school programs are urgently needed. It was found that schools and teachers in Ukraine had very limited preparedness either in teaching skills or material development to meet the actual needs of these students [3]. That is why this topic is relevant nowadays.

This study is aimed at investigating appropriate strategies of teaching English as a foreign language to a student with Autistic Spectrum Disorder (ASD) included in a regular classroom.

In particular, this issue was considered in the writings of many scholars and methodologists such as K.O.Ostrovskaya, D.K.Lipsky (the founder of the Center on Educational Restructuring and Inclusion (CERI)), R.K.Kaufman (the former of the Autism Treatment Center of America), Eric Schopler (the founder of the Treatment and Education of Autistic and Related Communication Handicapped Children) and others.

ЗМІСТ

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АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

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