

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ  
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ  
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



# АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



**РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ  
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ  
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ**

**АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ  
ФІЛОЛОГІЇ**

**Студентський науковий вісник**



**Рівне – 2019**

УДК 81'243

А 43

Актуальні проблеми сучасної іноземної філології: Студентський науковий вісник. – Рівне: РДГУ, 2019. – 202 с.

Редакційна колегія:

*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.

Розглянуто й затверджено на засіданні кафедри практики англійської мови РДГУ (протокол № 4 від 11.04.2019).

Затверджено та рекомендовано до друку на засіданні Вченої ради РДГУ (протокол № 4 від 25.04.2019 р.)

**(с) РДГУ, 2019**

3. Stewart B.L. Integrating Language Skills through a Dictogloss Procedure / B.L.Stewart, L.H.R.Silva, J.A.T.Gonzalez // English Teaching Forum, 2004. – November 2. – P. 2-35.
4. Stockwell M.A. Literature Review: The Theoretical Underpinning of Dictogloss / M.A.Stockwell // Journal of Sugiyama Jogakuen University. – Humanities (41), 2010. – P. 109-119.
5. Vasiljevic Z. Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners / Z.Vasiljevic // English Language Teaching, 2010. – Vol.3. – No 1. – P. 41-52.
6. Wajnryb R. Grammar Dictation / R.Wajnryb. – Oxford University Press, 1995. – 132 p.

*Науковий керівник: канд. пед. наук, доцент Пономаренко О.В.*

**Oksana Filipchuk**

*Rivne state university of Humanities  
Rivne*

### **GENERAL HOMEWORK STRATEGIES**

Homework is generally regarded as an after classroom activity that helps students to reinforce their knowledge.

An average lesson has a strong time limit, and there is no much time to practice. So, teacher gives student homework assignments to understand materials better. It also can help to make students more independent in their learning.

Homework has many advantages for both teachers and students. If there are a lot of materials and a teacher does not have time to explain it, she/ he can give it as a home assignment. Besides, there are plenty of important but time-consuming exercises. So, homework gives an opportunity to do everything properly and thoroughly.

However, students do not always understand the importance of homework. They think that it is unnecessary to do it. Besides, students believe that homework takes a lot of their spare time. It happens because they do not know how to organize their time and how they should do it. Moreover, it causes a stressful situation for both a teacher and a student. Students who are not ready with homework make teaching process difficult. However, there are many homework strategies for both teachers as parents and even students.

According to various Internet resources, homework strategies are a set of recommendation for teacher how to motivate students to do homework [2; 3; 4].

Almost for all the students homework is challenging. Moreover, for a teacher the main task is to encourage. If students do not understand what to do, they do nothing. A teacher has to give some tips that help students not to spend indeterminate amount of time dealing with homework difficulties.

A teacher needs to explain students that homework is their responsibility. Moreover, they have to realize that this activity improves their knowledge.

Nevertheless, a teacher has to understand that assigning homework involves her/him requiring that students make time outside of class to focus on their subject. It is not important when and how students do their homework task, but we as a teachers need to ensure that what we assign is a valuable use of their time [1].

For overcoming all these problems universal homework strategies were created.

There is a lot of information about the classification of homework strategies. Homework strategies have different names but the same substance. Besides, the amount of them also varies. However, the gist is clear – to help students to do homework successfully.

There are five general homework strategies. The first one is to make sure that students already know the material of a lesson before they leave a classroom.

Many teachers do not know that the main aim of homework is to practice acquired knowledge. Very often, they ask students to prepare new materials. It is because teachers think; it will be more effective way to learn the language. In fact, students are confused, and homework becomes a serious challenge.

The second strategy is to let students begin homework accomplishment at the end of a lesson. That allows students to ask questions about the assignment and enables a teacher to identify problems they are having understanding the instructions or completing the work. Besides, a teacher should pay special attention to students who typically appear to struggle with homework.

Another strategy is to adapt homework to students' needs. If an assignment appears overwhelming for a student, a teacher should consider shortening it. A teacher needs to draw a clear connection between the skills and knowledge students will develop and the actual task. Students have to understand that it is not about what they are working on; it is about what they are working toward.

The fourth homework strategy, which may be optional, is to have a contact with parents. A teacher ought to send home a letter explaining to parents the purpose of homework. In this letter, a teacher also might offer some homework tips to parents.

The fifth homework strategy is to supply students with all necessary equipment and resources. Students might be outside of the classroom, but they do not have to be separated from helpful resources. The task of a teacher is to try including different things for each assignment, an assignment sheet, for instance.

All these strategies prove that homework is a frequent source of tension between teachers and students. It is obvious that more and more children are suffering from their home assignments. They might refuse to do it or try cheating or even to miss school because of it.

Therefore, there are many challenges that students need to overcome during homework. It is well-known that students are influenced by various distractions (gadgets, TV or phone calls). Another problem is timing. Pupils are disorganized and do not know how to arrange their studying properly. It is not an easy task for many students to manage homework environment. The next and one of the prior problems for teachers and parents problem is students' low motivation. Teachers should give right amount of homework because children's backlog tends to demotivate. It is hard to students to do lots of activities at once, so they refuse to do them at all though tasks are interesting and engaging.

Homework is an integral part of learning process but it is extremely challenging for students. Various distractions are the main reason. Therefore, a teacher has to know general homework strategies to overcome all difficulties. Obviously, it is not an easy task for a teacher to define and defeat all the frustrations successfully. Besides, it is important to note that students often face multiple homework challenges at the same time (e.g., boring assignments and unpleasant homework-related emotions) and that these challenges are frequently related.

#### REFERENCES

1. Catapano J. Teaching Strategies: What to Ask Before Assigning Homework [Electronic resource] / J.Catapano. – URL: <http://www.teachhub.com/teaching-strategies-what-ask-assigning-homework>.
2. Homework Problems [Electronic resource]. – URL: <https://www.brightfutures.org/mentalhealth/pdf/professionals/mc/homework.pdf>.
3. Regis A. Homework can be challenging for students with learning disabilities [Electronic resource] / A.Regis. – URL: <https://rdw.rowan.edu/cgi/viewcontent.cgi?article=1946&context=etd>.
4. Shore K. Homework Strategies [Electronic resource] / K.Shore. – URL: [http://www.educationworld.com/a\\_curr/shore/shore050.shtml](http://www.educationworld.com/a_curr/shore/shore050.shtml).
5. What's the Purpose of Homework? [Electronic resource]. – URL: <http://inservice.ascd.org/whats-the-purpose-of-homework/>.

*Науковий керівник: канд. психол. наук, доцент Касаткіна-Кубишкіна О.В.*

## ЗМІСТ

ФОНЕТИЧНА, ЛЕКСИЧНА ТА ГРАМАТИЧНА СИСТЕМИ МОВИ І МЕТОДИ ЇХ ДОСЛІДЖЕНЬ .....	4
Желуденко М.О., Коваленко М.С.....	4
Кондратюк Д.Г. ....	5
Лаптева А.В.....	7
Anna Prykhodko.....	10
Стецюк О.М.....	14
Христин І.В. ....	17
Хром'як М.М. ....	19
Шевченко І.С. ....	23
Яблонська О.В. ....	27
ТЕОРІЯ І ПРАКТИКА ПЕРЕКЛАДУ .....	31
Горбенко К.С. ....	31
Liudmyla Diakovska .....	33
Дудкіна Н.В.....	35
Кононова В.С.....	40
Кривко Ю.А. ....	42
Кривоносова М.І.....	47
Кривоносова Т.І.....	49
Лазаренко В.С.....	51
Ніколенко К.В.....	53
Петрікеєва О. ....	55
Плоскіна К.О.....	58
Yana Riabokon.....	61
Цинтарюк А.А. ....	63
АКТУАЛЬНІ ПРОБЛЕМИ ЛІТЕРАТУРОЗНАВСТВА .....	66
Зузак І.Ю. ....	66
Фуштор В.І.....	69
НОВІТНІ МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ.....	75
Vira Bohdan .....	75
Alla Velykodna, Olena Nazarenko.....	78
Веремчук М.О.....	83
Гапонюк О.А., Терещенко Т.В.....	85
Голота А.В. ....	87
Anastasiia Horenchuk .....	90
Olha Dyshchakovska.....	92
Iryna Yezerska.....	95

Olena Yerzhykevych .....	97
Iryna Zaiets .....	103
Anastasiia Ihnatieva .....	108
Yulia Kolibek .....	112
Hanna Kononchuk .....	115
Svitlana Kudliak .....	119
Kateryna Kuzmych .....	124
Лаврик В.В. ....	128
Myroslava Liashkevych .....	133
Anastasiia Mazurova .....	138
Olesia Mazurok .....	141
Viktoriiia Markovska .....	145
Iryna Mudryk .....	146
Ivanna Nedbailo .....	151
Olha Pavlosiuk .....	154
Iryna Pavliuk .....	158
Valeriiia Parfeniuk .....	162
Nataliia Pylnieva .....	164
Поліщук А.І., Терещенко Т.В. ....	167
Посільський Д.В. ....	170
Khrystyna Prytula .....	175
Середюк Л.А., Зуй Ю.В. ....	179
Yuliia Storozhynska .....	181
Сьомик І.М., Терещенко Т.В. ....	183
Тимощук М.В. ....	185
Ткачук Ю.С. ....	187
Фай Т.М. ....	190
Oksana Filipchuk .....	192
Ivanna Khomyshyn .....	194
Olha Tsiuman .....	195
Victoria Shymanska .....	196
ЗМІСТ .....	200

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Відповідальний за підготовку збірника до видання *Воробйова І.А.*

Комп'ютерна верстка *Воробйова І.А.*