

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

2. Егоров Т.Г. Очерки психологии обучения детей чтению / Т.Г.Егоров. – М.: Учпедгиз, 1953. – 144 с.
3. Журова Л.Е. Обучение грамоте в детском саду. – М.: Педагогика, 1978. – 152 с.
4. Заика Е.В. Упражнения для формирования навыка чтения у младших школьников / Е.В.Заика // Вопросы психологии. – 1995. – № 6. – С. 44-54.
5. Зайцев В.Н. Резервы обучения чтению / В.Н. Зайцев. – М.: Просвещение, 1991. – 32 с.

Науковий керівник: канд. пед. наук, доцент Гронь Л.В.

Olha Tsiuman

*Рівненський державний гуманітарний університет
Рівне*

METHODS AND TECHNIQUES FOR DEVELOPING INTERCULTURAL COMPETENCE IN LEARNERS OF DIFFERENT AGE GROUPS

Today, we must think about the task of an early language teaching and the possibilities of its implementation while society needs many specialists with a high level of language proficiency.

In modern conditions, foreign language is seen as a means of communication and engaging in the culture of another nation. It gradually becomes the dominant strategy of teaching a foreign language in elementary school. Particular attention is paid to teaching foreign language students in elementary school, because in childhood the tendency to learn languages is much greater. Recently, in pedagogy, as in many other branches of science, there is a reorganization of practice and methods of work in school, and the main problem is the maintenance of student's interest in learning in general and in a foreign language in particular.

Learning of language and the words begin with an early childhood in the family, among relatives and native children of the people, and its improvement continues in preschool, school and throughout life.

Language is the main instinct that distinguishes man from other living beings; it is a social bond between people, a means for the discovery of his inner world, and for the acceptance of new unlimited knowledge. Only man has verbal language, and this makes her master all over the world. The representation of a child becomes certain just when it receives its verbal expression. The child is born with a ready-made mechanism for language, but does not have it until the end of the first year, because the language is not only an acoustic phenomenon, but a mental process that gradually develops in the child, depending on its intellectual development.

So, native language is the general basis for the education and upbringing of children in a kindergarten. Acquiring a native language as a means of cognition and a way of specifically human communication is the most significant achievement of pre-school childhood. After all, psycho physiologists have proved that it is the preschool age / up to 6-7 years / is most conducive to mastering the mother tongue. Up to 5 years old the child learns the sound system of his native language and realizes the sound composition of the words (D.B.Elkonin), until 4-5 years he learns the case endings and the main grammatical forms (O.M.Gvozdev), from 5 years of mastering monolithic speech (S.L.Rubinshtein). If, a child is isolated from full-fledged speech communication in pre-school years, this will negatively affect her future mental and linguistic development.

For the development of the vocabulary stock, the child has a lot to read. It would be the best to let the child read texts on a topic that may be close to a student. For example it might be fairy tales.

The child already knows the content of the fairy tale, the main heroes and knows in advance what should happen in the fairy tale. Then it will be easier for her to adapt unfamiliar words with known content.

The teacher must remember the elementary but very important rules of behaviour with the child, and most importantly, to be able to properly submit the material.

The teacher should encourage and interest the class, because the material is more complex every time, and the children's attention is increasingly scattered.

For example, at such moments, the teacher comes to the aid of the elements of the game, which are needed on each subject.

Over time, the child begins to remember a certain amount of elementary words necessary for expressing personal opinion, begins to understand texts, sentences, and learns to write small stories.

But success in learning does not mean awareness of the subject, and even more so, awareness of intercultural communication.

At this stage it is necessary to develop children's attention on the basis of English language. Schoolchildren like visual examples. In this way, teacher can use new technologies, collared pictures in textbooks, and sometimes acting skills.

REFERENCES

1. Казачінер О. Усі заняття з англійської мови в ДНЗ (за базовим компонентом дошкільної освіти). – К.: Основа, 2014. – 288 с.
2. Ярцева В.Н. О сопоставительном методе изучения языков / В.Н.Ярцева // Филологические науки, 1960. – № 1. – С. 3-14.
3. Buehl D. Classroom strategies for interactive learning / D.Buehl. – N.Y.: International Reading Association, 2008. – 232 p.
4. Johnstone R. Language teacher education / R.Johnstone // The handbook of applied linguistics. – Malden: Blackwell publishing, 2004. – P. 649-671.
5. Lambelet A. Age and Foreign Language Learning in School / A.Lambelet. – Basingstoke: Palgrave Macmillan, 2015. – 134 p.

Науковий керівник: ст. викладач Залевська О.А.

Victoria Shymanska

*Rivne State University of Humanities
Rivne*

REALIZATION OF THE TECHNOLOGY OF COOPERATIVE LEARNING

The rapid development of social relations determines radical changes in the organization of the educational process. At the same time, future teachers are required to cooperate, be a critical thinker, find creative ways to solve problems, to know how to work with computer, etc. These skills were singled out in the so-called “21st century skills”, that is the skills that modern graduates should have for successful employment in a globalized world.

In this study attention is drawn to the use of classical technologies of cooperative learning and their interrelation with the technologies of flipped learning, mixed learning and cooperative team learning. These technologies are increasingly used in world practice and are increasingly taking place in the Ukrainian educational space. The use of these technologies involves reorienting the learning process to the personality of the learner and has significant potential in shaping the skills of future teachers.

In research and development of co-operative learning technologies were engaged E.Aronson, Sh.Sharan, A.Combs, R.Bart, R.Johnson, D.Johnson, R.Slavin, S.Kagan and many others. The leading idea of cooperative learning technology is the structured teacher's collaboration of those who learns in order to master the educational material and development social skills.

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
Петрікєєва 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

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

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

Комп'ютерна верстка **Воробйова І.А.**