



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
ТА СОЦІАЛЬНИХ КОМУНІКАЦІЙ



СОЦІАЛЬНО-ГУМАНІТАРНІ АСПЕКТИ РОЗВИТКУ СУЧАСНОГО СУСПІЛЬСТВА

МАТЕРІАЛИ ВСЕУКРАЇНСЬКОЇ НАУКОВОЇ КОНФЕРЕНЦІЇ ВИКЛАДАЧІВ,
АСПІРАНТІВ, СПІВРОБІТНИКІВ ТА СТУДЕНТІВ

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origin: *euphēmos* means an understatement. The heyday of euphemistic speech was the Victorian era when expressions such as “limb” (instead of the anatomical “leg”) and “in a family way” (instead of “pregnant”) were in vogue.

Although there may seem to be fewer such allegories today, there are, in fact, just as many, if not more. But, the doublespeak is less about sex and more about militaristic terms. Euphemisms are popular in military language to hide the unpleasant nature of the work. This is particularly the case when it comes to killing and torture. War is “conflict”, bombs are “assets”. Dead civilians are “collateral losses”, people are not arrested or kidnapped, but “detained”. “Refined interrogation techniques” can be used to refer to torture. “Disposition matrix” is a military newspeak term for kill list. Shooting at own troops is now “friendly fire”. Killing enemy is called “servicing the target”, while bombing is “visiting a site”.

Euphemisms are often used in business purposes, and it is often a blend of hiding negativity and being politically correct. Higher ups in companies want to be diplomatic as possible, so they can make situations such as money loss and firing employees not sound as terrible as they really are.

In politics euphemisms are not uncommon. The British TV series *Yes, Minister* and *Yes, Prime Minister* contain lots of dialogues full of hilarious political euphemisms.

And here are some pairs of former and current terms pertaining to education: Correspondence study - Independent study; Vocational education - Career and technology education; Teacher evaluation - Teacher appraisal; Change in thinking - Paradigm shift, etc. So, it is evident that euphemisms embrace practically all the spheres of our life today; they are still alive, common and demanded.

VARIOUS APPROACHES IN TEACHING ENGLISH

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In the first term of teaching, every teacher probably be full of enthusiasm and energy, rising happily to the challenge of any problems that crop up. However, towards the end of this term teachers may well find themselves feeling both physically and emotionally drained. At this point I would like to offer a few suggestions for lessons that will give variety to

teaching and give a rest at the same time. Although these are not lessons that it would be used every day of the week, there is no need to feel guilty when a bit of a break is needed.

The idea is that it is the students who should be doing the work, rather than teachers. Teacher-led lessons tend to be the most intensive; group work can be noisy; individual exercises tend to be the least stressful approach. This is not always the case, for instance in the 'Show and tell' activity described below. These suggestions are not subject specific and one should be able to adapt them to his/her own area of specialization or age range.

Look it up!

Give each student a dictionary or a textbook. Make this a competition to encourage an enthusiastic response. The students must look up the word or subject reference that you give them as quickly as possible. When they find the relevant page, they simply let you know. The 'winner' then reads out the meaning or passage to the rest of the class. If you have the energy, you can reward the students. One useful reward is for the winner to be given the chance to choose the next word to look up. You can extend this exercise by asking the children to write down the definitions or passages in their notes. This makes the task longer and gives you more of a rest.

Time for a test

Tests are a good back-up for when you are exhausted, because they involve no teacher input beyond setting the test in the first place (and marking it afterwards). The class has to work in silence, preferably for a whole lesson or just for 20-30 minutes. The only drawback is the marking involved afterwards, but your students will take the chance for doing this job for you too.

Time for the DVD player

Although you should avoid the temptation to show endless DVDs to your class, there are certainly occasions when it is educationally justified. It is definitely a good way of having a 'lesson off'. Ensure that the film links with the work you have been doing, if possible, set up the equipment before your students arrive, so that you are fully prepared and sure that it will work.

Individual reading

Individual reading works well with younger children but can also be successful with well-motivated older students. Basically, it involves them sitting in silence reading a book. You might plan this for a specific lesson each week, perhaps on a Friday when you (and they) are tired. The

students could bring in their own books related to a topic you are studying. Make sure that you have back-up copies as some students may forget to bring their own books, or may not have access to them. Depending on your viewpoint, and the motivation of the students you teach, you may also feel that it is acceptable for them to read magazines or newspapers during this private reading time.

Computers

induct the students yourself. However, once they are confident about using the computers they will settle quickly to work and will happily stare silently at the computer screens, busily typing away. You can use the chance to visit a computer room as a reward, or build it into a scheme of work, so that you visit on a regular basis, perhaps once a week.

There is a wide range of work that can be done on computers. There are also many educational programmes available, for instance to improve spelling. The Internet also gives your students access to material on a huge variety of subjects.

Project work

Projects take time to complete and require the children to work independently. You could allow the students to choose their own activities for the project, or you could provide a list of tasks that they must complete. This works best with a well-motivated class, who are able to work on their own; projects can prove quite stressful if you have a class who are constantly going off task. You could combine project work with research work and the computer room.

The activities mentioned above are of great advantage for students providing the wide range of work individually, successfully and little support of teachers.

САМООЦІНКА ЯК СКЛАДОВА КОНТРОЛЮ НАВИЧОК ТА ВМІНЬ СТУДЕНТІВ

Марченко Є. О.

З огляду на шкали та дескриптори Ради Європи студенти повинні оцінювати свій рівень володіння іноземною мовою. Вони мають бути здатними оцінити, як вони рухаються вперед взагалі на тому чи іншому етапі навчання, а також при виконанні окремих навчальних завдань. Це є невід'ємною частиною вдумливого підходу до навчання. Поступовий розвиток впевненої здатності студентів до