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Pro studenty, aspiranty a vědecké pracovníky

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HOW TO TEACH STUDENTS OF ECONOMICS FOR WRITTEN TESTS IN ENGLISH

Foreign languages teaching curriculum for students of Economics of the Ukrainian Academy of Banking includes written test as final assessment of students' skills and knowledge. It covers four types of communication skills: listening, reading, language use and writing. Regularly surveys of students' skills show that listening and writing skills are the most difficult to acquire.

The skill of listening is usually tested by having students listen to audio recordings and complete tasks to show their understanding of spoken English they hear. There are two types of tasks used to check listening skills: productive tasks and objective tasks. Examples of productive tasks include: note-taking, sentence or table completion: short answers; prompts with single words / short phrase answers; identifying mistakes and correcting factual information.

Objective tasks only require the learner to mark or circle the correct response. Examples of objective tasks are: Yes / No answers; ordering information; multiple choice; True / False answers; multiple matching.

Listening tasks are designed to assess the student's ability to process different forms of spoken English. The learners demonstrate their understanding by responding to a variety of tasks, which are similar to those encountered in the real world and depend on an accurate understanding of what is heard.

Most listening exams consist of series of about four different and unrelated tasks. The tasks involve a mix of long and short texts, and of monologue and dialogue.

Students often experience listening tasks as difficult. It is therefore important that classroom listening practice allows them to enjoy a high level of success and build their confidence from the start. An important aspect of preparation for listening tests includes developing awareness of the tasks involved, and knowing what to expect in the exam.

- 'The context and task are established by means of a rubric at the start of each section. The rubric normally contains clues to the content of what the student is about to listen to and instructions of what they have to do. Preparation time is allowed at the start' of each-section for the student to read through and make sense of the task.

Students need to learn the importance of using the time and information to get into the right frame of mind. The focus of the task may be on general understanding, specific points of information, speakers' opinions, attitudes or feelings, or some other feature of the discourse, while the rubric provides clues to context and situation. It is a good idea to provide practice in listening to and reading task rubrics. Students can answer true/false questions, about the rubrics, highlight key words, and/or predict vocabulary they are likely to hear.

As a rule, exams test different types of listening - long and short extracts, monologues, and dialogues - as well as choosing language spoken in a range of contexts and situations. To raise the students' awareness of this variety and the different demands it makes, it can be useful to introduce a discussion of where and when they might hear spoken English, and what makes it easier or more difficult to understand. Students should be encouraged to listen to as much spoken English as possible on the radio, television, or films.

Writing skills are considered to be the most difficult and time-consuming to acquire. In terms of 144 hours of the course it is only possible to teach students to compile a very limited number of text-types. The most appropriate text-types for the first-year students are: personal notes and messages; faxes; letters (personal and formal); Information sheets; reports:

Much more is measured in writing tests than just grammatical accuracy and the amount of vocabulary the student knows. Range and control of grammar and vocabulary are never assessed independently of communicative purpose. An answer that has some errors but achieves its communicative purpose will get a higher mark than an answer that is grammatically accurate but does not meet the task requirements.

The key skills generally measured in writing tests are listed and explained below:

1. Task achievement - in most exams the writing tasks are expressed in terms of reader and writer roles and in terms of communicative purpose.
2. Organization and cohesion - students are expected to demonstrate an understanding of how texts are structured as a whole and of paragraph structure.
3. Range and control of grammar and vocabulary - apart from avoiding errors that prevent them achieving their communicative purpose, students are expected to show that they know a range of vocabulary and a variety of grammatical structures.

The most important thing in relation to preparing students for writing tests is that the more opportunity they have to write, the better prepared they will be. Because writing is essentially a time-consuming and (usually) individual activity, teachers are sometimes uneasy about timetabling enough written practice. This is in some ways sensible, since spending half or more of a lesson with everyone working individually in silence may indeed be making less than optimal use of time that could be

spent with the class interacting with one another or with the teacher. The solution is to assign most of the actual writing as homework.

Thus, listening and writing skills are the most difficult to acquire and the process of their development is time and efforts consuming. Teachers of foreign languages should devote enough time for listening and writing at practical classes to make students ready for written tests in English.

Јебе,оиииСКаН Е.В.

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**ОСНОВНІЕ НАПІВАНІЕИМН СОБЕРУЕИЕИСТВОБАИУІ
СОІЕРУАННІ ОВУНЕИМІ В УСІОБННХ
МНТЕСМОМКАУУМ УНЕВНОРО ІПОУЕССА**

УсНіеННе уНе6НОН МОТНБАНК НБіаеТСН ВаасНбіМ сносо6оМ ііОВумеННА 3<б>еК-ТНВНОСІН о6уqeННН.уqe6Has МОТНБАНМ па3ВНВБаер нo3HaBaXeяH>HbiH ННТеpec. ЕСІНН пpenoaaBaTejиt yzjejiaep MeHbine BHHManH< cTHMyjiHpoBaHHio нo3HaBaTejиt>Hofl #e>-TejиbHOCTH. TO cymeCTBeHHO CHHacaerca HHTepec cpaeHxoB K yHepo. Haexo 3po MO>KHO oCтSCHHTb HeXBaTKOH BpeMeHH Ha 3aHHHH. HHTepec K yneHHK> 3HaiHTeJibHO B03-пacTaep, ecjpa npenoflaBarejиb пacKpTiBaep npaKpwiecKyio 3aHHMOCTb xeMbi, ee csa3b c aicpajibHbiMH npo6jieamaMH. EoHbnioe 3HaneHHe npHo6peTaeT Hcnojib30BaHHe KOMnbio-xepHbrx rap. CыfleHTW HaxQoaT npOTHBonoaooaibie no mmmma cnoBa, пcayт HM xa-пaicpeпCTHKy. TaKHe Hrpw noMoraioT пaaBHbaxb пe*rb H y*iax nпasHJиbHo pocopHTb. HH-TepecH>i ynpaacneHHA c Hcnojib30BaHHeM anniHCKHX нopoBoпK H nocjioBmi.

POIH> MOTHBaHH xpy/mo rpeпoueHHTb. Ona 3HaHHxejibHO Bjraaex Ha ycKopeHHe oBJiaaeHHA npoiheccHeft, Ha nanyMcime Oojiee Bbicosoft KBajiH(bHKan.HH. 3Ha*и-МОСІВ о6па30BaHHA Sojibine B03пacxaeT B cBa3H c BBefenneM HOBHx xexHojiorHH, c HCnOHb30BaHHeM KOMиbиOTepOB, aBTOMaTH3иpOBaHHbIX ЧCTeM.

HHTeHCH^KaуHa ofиyеННa npe^nojiaxae He xonbico ycHireHHe MOXHBaHM o6yHeHna, HO H BHeceHHe H3MeHeHH> B coфep>KaHHe 3aHaxHa. HxoSbi caejiaxb o6y-HeHHe 6ojiee npo^yKTиBHиM, uejiecoo6pa3Ho BBO,ajiTb yqe6Hbm MaTepnaji He Men-KHMH TOCTSMH, a KpynHbиMH SjiOKaMH, HT06и CTyaeHTH MOpJиH ycBOHTb HeKOTOpblj o6pa3 coaepacaHHK, a 3aTeM, 6onee KOHKpeTHO пaccMoxpexb ero cocTaBHbie пaxH. 3TO ococeHHO saaxo B ycJioBHax 6ojибuopo HaiconjieHHH HayHori HucnopMaipiH. fljia yBejiHeHHA HHTepecMaиHOHHofT CMKOCИH 3aHapaa Ha rayeHHA BHHOCTBCH coфepwaHHe HeckOлbKHx 3aHHTHH, a Ana пaCoTbi Has ynpaacneHnaMH H caKpeиueHHeM ocTaeTca Sojиwие BpeMeHH.

Hccjie^OBaHHA MCTOAHCTOB HOKa3aH, HTO o630pHoe nayqeHne onпesejieHHoii TeMbi B TeqeHHe KopoTKopo BpeMeHH, a 3axeM nocTeneHHaa KOHJcпeTpoamia нo3Bo-IMCT 6onee ocHOBaxeitbHO ycBOHTb xeMy KOHKpemopo MaTeptiajia. EoJibmoe BmiMa-HeHe cne^yeT yenaTb (bopMHpoBaHnio y cыfleHTOB yne6Hbix yMeиHH H HaBKOB,

HTO no3BOJiaeT B flанbHeHoeM ycaaHBaTb SojиbиHиH o6x.eM yie6Horo MaTepHana 3a MeHbшee BpeMa. 3TO KacaeTca HasbиKOB пaCoTbi c KHHTOH, cпaBHeHa, aHanH3a, o6o6HieHHA, caMOKOTпopa.

C yCKOпeHHeM па3BHTH> HOBHx TexHOJиOpaft, TaKHX K3K MyлbTHMeHиa, KOMnbK)-TepH3aиjM, m6KHe rexHonorHeKHe npoueccи пaxep HH(bopMaTHBHOCTb coaepa-para no BceM TeMaM yne6Horo MaTepHana. Hame cxanH npoBojиTbca o630pHbie, BBOA-Hbie H 3aKjioHTe^bHbie 3aHapaa. OчHOBHbie HanпaB^eHHA coBeпueHCTBOBaHHA co-Aepacaeя oSyneHHA B ycpoBHax HHTeHcHд)HKaиHH yMe6Horo npoiecca BKJиoHaioT B ce6a ycJиeHHe o6pa30BaTejиbHOH, BOcHHTaTejиbHOft H пa3BHBAиomeH (bHKHHH. MaKCH-ManbHoe HacwmeHHe coфepacaHHA нoBбиuaeT HHbopMaTHBиyo CMKOCИB Kaamopo 3a-HHTa. 3TO ^ocTHTaeTca ynyqиeHHeM OT6opa ynpaKHeHHH, HcноHb30BaHHeM KOMnb-WTepa, (bopMHpOBaHHeM yqe6Hbix yMeиHи H HaBbиKOB, KOHqeHTpauec BHHMaHHA Ha ycBoeHHH oчHOBHbix TeM yieSHofT nporпaMMW no HHOCтpaHOMy a3bиKy.

BaacHbiMH cнoco6aMH HHTeHCHBHKaиHH oSy^eHHA aBJiaoxca Mexofli axxHHB-3aиjHH нo3HaBaTejиbHOH jieaxenbHOCTH CTyjeHTOB, CTиMyanпuomHe HX o6yеHHe. 3TO yne6HMe aHCKyccHH H caMOCToaTejиbHaa пaCoTa. HHxeHCHBHaa opraHH3aHHA yqe6Horo npouecca npe^nojiaxae Sucxпoe нoJиyеHHe HmtoopMauHH H cxoиb >ce onepaTHBHoe o6yеHHe. CneflOBaxejиbHo, 3HaHHxenbHo Hcnojib3yexca MeTo^ KOH-Tpona H oиeHKH 3aHHH. BaacHo yнаxbиBaTb He xo;иKO xeMn KOHxpona, HO H ero aHajiHTHHHOCTb. CoOTBeTCTBe yeHbaeMOCTH пeajиbHHM B03MoaHOCTaM CTyaeHxOB CBHfleTejиbCTBex O6 yjиyqиeHHH фlocTpaTbix пe3yиbTaTOB.

CPпMи oSyneHHA Moryx BKjnonaxb B ce6a npaKXHeKHe 3aHHTHa, ceMHуapw, KOH^iepHrHH, KOHCyjиbxaMM, aoManиHHe 3aflaHH<. 3a cHeT пa3Hoo6pa3Ha 3THX (bopM MoacHO 3HaHHxenbHO aKTHBH3иpOBaTb нo3HaBaTenbHyro fleaTejиbHocxb cxy^eHTOB.

ripH H3yneHHH rao6ott yqeSHofT TCMBI npoBoaxca o6iacHeHHA MaTepnaja, OTBO-anxca BpeMa Ha caMOcxoaxejиbHyjo пa6oxy cыfleHTOB - KOHcneKTHpOBaHHe yne6Horo MaTepHana, aHajiH3 oчHOBHbix HacTefи 3aHaxHa, co6eceaOBaHne no H3yneHHOMy MaTe-pHaxиy. LUNпоKo npHMeHaioTca Seceaa H nepecKa3, nparн<eKaH пa6oxa c Kapo<iKa-MH-3a#aHHAMH. B nponecse ofиyеHHA Moaiao npKMeHTb pasHbie 4)OpMbi nocxпoehHa 3aHITHH, HO B JIK>6H H3 HHX Ha<0 odeCUCHm TejIOXHyK) KapTHHy fleaxejиbHOCTH CTy-AenxoB нo ycBoeHHиo yHe6Horo MaTepHana, HcноHb3ya fljia 3Toro OAHO JиH HeckOлbKo 3aHaxHH. OceHb BaacHO oSecneHHTb aCXBHHe Bocпnaxne MaxepHana, нoHHMaHHe iny^eHHoro, npHMCHeHHe 3aHHHи H 3aKpenpeHHe HX B y<e6HOM npouecce.

ЛИТepaxya:

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