

можно выделить различные высказывания политических лидеров, например, многочисленные «бушизмы». Характерным примером служит фраза, высказанная Дж. В. Бушем, во время визита английской королевы Елизаветы II в Белый Дом, эта фраза, которую теперь уже знают практически каждый, кто следит за политическими событиями в мире, не говоря уже о соотечественниках американского президента, звучала следующим образом: Обращаясь к королеве во время своего выступления, Дж. В. Буш сказал: «*Do you remember how you in 17th century visited...*». Еще одна разновидность прецедентных единиц это прецедентное имя – индивидуальное имя, связанное или с широко известным текстом или с прецедентной ситуацией. Прецедентное имя может состоять из одного (например: *Washington, Churchill*) или более элементов (например: *James Bond, Elizabeth Taylor*), обозначая при этом одно понятие [1, с. 171].

Если прецедентные слова мы употребляем в бытовом общении, очевидно, что мы также пользуемся такими словами на занятиях английского языка. Студенты, в свою очередь, иногда сами того не осознавая, употребляют прецедентные слова. Они понимают, что это делает их речь более яркой и интересной.

С помощью знакомых студентам прецедентных слов, мы можем увеличить мотивацию учащихся. Всем известно, что если текст или задание содержит личностно направленный элемент, студенты как бы «просыпаются» и начинают с интересом получать знания. К примеру, в тексте про современные компьютерные технологии, студент слабо знающий наш предмет видит знакомые ему слова *screen, software, или display*. Как только студент видит знакомое ему из компьютерной игры слово, он сразу оживляется и с большим интересом и таким образом с большей пользой воспринимает новые знания.

Перспективным является разработка методических пособий включающих в себя упражнения насыщенные прецедентными словами, имеющими непосредственное отношение к основной специальности будущего выпускника.

ЛИТЕРАТУРА:

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LEVELS OF COOPERATIVE SKILLS

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Cooperative learning can be defined as a strategy for the classroom that is used to increase motivation, to help students develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills. The purpose of this research is to single out levels of cooperative skills in the foreign language classroom.

Cooperative learning technology provides all levels of communication: activity – interaction – communication – contact. The advantage of cooperative learning technologies lies in the fact that they are used in different spheres of man's activity giving

the chance to carry out the tasks for the intensive forming and development of certain professional skills. Thus, these technologies can be regarded as the practice of effective psychological and pedagogical influence. The advance of a student as a personality takes place in the process of communication with the teacher. This communication is not only professional but also social, so students implement social roles: a leader, an organizer, a presenter, an investigator, an expert, etc.

There are six strategies for helping teachers understand group dynamics and promote peer support in the foreign-language classroom: restructuring; one-centered, unified group, dyad, small group, large group. It should be mentioned that teachers must follow four steps in teaching cooperative skills. Firstly, students must see value in group work. Secondly, students must be aware of the necessary skills for successful group work in order to know what they are supposed to do. Thirdly, students must practice the skill. And finally, students need to process the skills they have practiced.

In cooperative learning, setting up practice sessions is the chief responsibility of the teacher. What cooperative skills teachers choose for practice will depend on what skills students have not mastered. There are four levels of cooperative skills that teachers can focus on: forming, functioning, formulating, fermenting.

Forming skills are directed towards organizing the group and establishing behavioral norms. Groups who have mastered the skills of forming can move into their groups quickly and quietly, use quiet voices, stay with their groups for the duration of the activity, encourage participation within the group, use group members' names, and avoid giving any put-downs. Teachers who claim that cooperative group work is too noisy or takes too much time are working with students who have not been allowed to master the skill of learning.

Functioning skills are directed towards completing tasks and maintaining good relationships within the group. Groups must understand, for example, what the time limits are and how the activity should be carried out within their groups, step by step. Activities that focus on the skill of functioning give learners a chance to ask for help, paraphrase previous comments, clarify, explain, and express support.

The skills of formulating is directed towards helping learners develop a deeper understanding of the material being studied and to develop better reasoning strategies, as well as to aid in maximum retention of the material. Activities that focus on the skill of formulating help learners develop strategies for remembering material such as summarizing out loud, adding important information to the summary, pointing out information that may not have been summarized properly, relating material from a previous activity to the one being focused on, demanding vocalization in the reasoning process, and seeking clever, useful ways of remembering important information.

The highest-level skill for cooperative groups is fermenting. This skill involves helping learners explore more thoroughly the material they have been exposed to. When students can begin to challenge each other's ideas, to explore different ways of looking at the material and reconceptualize these ideas, they are using the skills of fermenting.

Thus, cooperative skills are learned and teachers must carefully structure activities to train students in working together (not in competition) toward the attainment of specific goals.