

## МЕТОДИКА ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

Ірина Стецько (стаття...79)

### ПРОБЛЕМНЕ НАВЧАННЯ ЯК ОДИН ІЗ ФАКТОРІВ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ НАВЧАЛЬНОГО ПРОЦЕСУ

Одним із шляхів підвищення ефективності навчання іноземної мови є використання проблемних ситуацій, які дають змогу висунути на перший план проблему оволодіння учнями мовленнєвою діяльністю. Проблемні ситуації допомагають реалізувати основний методичний принцип – комунікативної спрямованості навчання. Вони, зокрема, сприяють підвищенню в учнів мотивації вивчення іноземної мови, дозволяють враховувати психолого-вікові особливості учнів, їх інтереси та нахили, сферу їхньої діяльності моделюючи при цьому ситуації реального спілкування.

В зарубіжній методиці під терміном "*проблемні ситуації*" часто розуміють вправи з суворим програмуванням лексико-граматичної сторони висловлювання, яке продукується учнями (R.O'Neill, 1971). Безумовно, такі вправи є корисні для формування навичок оперування конкретним мовним матеріалом; однак слід відмітити, що проблемні ситуації і добре використовуються в комунікативно-змістовному ключі при вільній реакції учнів.

*Проблемна ситуація* – це вправа, експозиція якої має в своєму складі деяку позамовну задачу; аналізуючи проблему, учні описують детально шляхи її вирішення [1, 36].

Розглянемо основні розряди проблемних ситуацій:

Мовний стимул впливає із відносно нескладної проблемної задачі, яка ставиться перед учнем.

*Situation I.* You want to master French by yourself. You need some text-books, instructions, records, audio-visual aids, etc.

*Pupil:* First, I'll go to the central bookshop and ask if they have any French teaching materials. If they haven't got them, I'll go then to the Public Library of Foreign Literature and I'll see what they have there and whether they have some class of French language.

*Situation II.* A stranger comes to you and ask you the way to the central railway station. You give him the necessary directions.

*Pupil:* First you should go along this street as far as the General Post Office. Then take the first turning on your left. Take bus 35 and then change for tram 16.

Мовний стимул не є безпосередньо звернутий до учнів, що надає його мовній реакції більше розкованості. Описані вище ситуації відрізняються обставинністю, деколи навіть фабульністю. До ситуації можна додати систематизуючі і спрямовуючі питання, а також і конкретні завдання. Наприклад:

*Situation I.* Mr.Morris is not satisfied with his son's progress at school. Sach does not work hard. Mr.Morris is always telling his son a good education is very important for a good job. The boy must become a diplomat or a dentist. "You must get a good rducation! You must enter a profession!"

*Questions:* What isn't Mr.Morris satisfied with?

What does he often tell his son? Why?

What's his problem?

*Task:* Dramatize the talk between the father and his son.

*Situation II.* My friend Boris was an old collector. His hobby was African ritual masks. About 40 of them were on the wall of his room. Last month I returned from a foreign trip and I brought a new mask for him. When I Called on hein the other day I was surprised. Bous has no masks.

*Questions:* Who is Boris?

What did he collect?

Why were you surprised?

**Task:** Dramatize your talk with Boris.

3) Експозиція описує випадок, який нібито трапився з учнем (студентом). Таким чином, мовна реакція визначається особистим досвідом учня, найбільш очевидним способом вирішення аналогічних проблем в життєвих ситуаціях.

**Situation I.** Oksana Ivanenko, a student at Y. University, was going to become a chemist. But in the third year She suddenly realised that chemistry was not her vocation and that she would rather take up a course of French literature. Now she is thinking about studying at the Foreign Languages faculty of the university.

**Questions:** What did Oksana want to become first?

What did she realise in the third year?

What is she thinking about now?

What is her problem?

**Task:** Dramatize a talk between Oksana and her dean.

**Situation II.** Yesterday the dean called you to his office and told you a delegation of British students would arrive in a day. He asked you to be their guide and show them the city. "You were born here, weren't you?" said the Dean, "and you know English rather well". Yes, you were born in this city but you are not sure you know the dates, facts, the names of architects, etc. And you were warned at short notice.

**Questions:** What happened the other day?

Who was arriving?

Why did the dean ask you to be the guide?

What is your problem?

What are you going to do?

**Task:** Dramatize a talk between you and your dean.

**Рольові ситуації.** Суть цієї різновидності проблемних ситуативних вправ полягає в тому, що в основу опису ситуації лежить вказівка на соціально-комунікативні ролі учасників розмови. Експозиція може доповнюватися деякими деталями оточення чи тематикою бесіди. Головні завдання при роботі з рольовими ситуаціями полягає в тому, щоб увійти в образ моделювання мовного стимула особи, котра знаходиться в даній ролі.

Визначення соціально-комунікативних ролей доповнюється деталями оточення чи темою розмови.

**Situation.** You are going to visit Britain and inquire of the person. Who has just returned from London about Britain.

**Guide words:** Parliament (the House of Commons, the House of Lords); Edinburgh, Glasgow, Liverpool, Stratford-upon-Avon, Shakespeare's country, the British Museum; to visit, to enjoy, to see, to describe.

Ось приклад розмови учнів по ситуації:

B. Well, how did you enjoy your stay in Britain?

P. Oh, very much indeed. I was able to see a great deal within those fifteen days of my visit.

B. What did your programme include?

P. I've visited London, Edinburgh, Glasgow, Liverpool and Stratford-upon-Avon, Shakespeare's country.

B. What do you think I must see in London as a first choice?

P. I believe you should begin with the British Museum, however short your stay in London is.

B. And what is your general impression about Britain?

P. Well, it isn't easy to describe in one word. Anyhow I think Britain is a very interesting country etc.

2) При описі ситуацій вказують соціально-комунікативні ролі учасників мовного контакту та їх загальний мовний стимул.

**Situation I.** You are the monitor of the group and you have a talk with your class-mates about the arrangements of the meeting with a famous contemporary poet.

**Situation II.** You are the director of the school and have a talk with the parents of tenth-formers

about pupils' progress.

3) Опис ситуації по суті обмежується вказуванням лише одних соціально-комунікативних ролей партнерів по розмові. Вважається, що учні самі розробляють деталі оточення, мовний стимул сторін і тему бесіди.

Отже, підсумовуючи вищесказане, ми можемо зробити висновок, що використання проблемних ситуацій в навчанні іноземної мови допомагають не лише закріплювати мовленнєвий лексико-граматичний матеріал але й вдосконалювати набуті вміння та навички в процесі навчання. Поставивши перед учнем проблемну ситуацію, ми не лише спонукаємо його до вирішення тієї чи іншої проблеми або задачі, до вираження своєї власної точки на проблему, але й до пошуку детальних шляхів її вирішення, акумулюючи при цьому всі набуті знання та навички щодо заданої теми чи матеріалу.

З цією метою ми пропонуємо комплекс проблемних ситуативних задач, які б сприяли повному врахуванню корекції і розвитку індивідуально-психологічних особливостей учнів, і тим самим сприяли б підвищенню ефективності навчального процесу. Комплекс задач розроблено по темі "Science and technigue", які можна використати на уроках іноземної мови з даної тематики.

**Situation I.** You visit a firm in an English-speaking country; you are having business talks with the director or representative of a company; you discuss new technology.

**Key words:** draft contract, proposal, deal; condition; mission, representative, party, powers; technology, machine, assembly line, computer; to consider, to concern, to fulfil, to deal, to insist; to look forward; to do one's best; successful; supplementary, formal, modest.

**Situation II.** You have arrived in Manchester to visit a company producing the machinery you are interested in Your mission is to get acquainted with the technology of production. In the office the secretary told you that the director is ill and the assistant-director away n his honeymoon trip. Mr. White, chief of the commercial department is not willing to discuss the mather with you. The letter informong of your arrival has not been received. You are thinling of a way out.

**Questions:** Where have you arrived? Why?

What have you found out in the office?

What about Mr. White?

What is your problem?

**Task:** Dramatize your talks with the secretary and Mr. White.

**Situation III.** You are a junior research worker of a big corporation, have written a very successful thesis on the role of robots in modern life. You are defending your thesis now. You are very optimistic about robots. But your opponents are not inclined to share your views. In fact, your views do not quite coincide.

**Key words:**

**You say:** Robots serve mankind in thousands of ways, they are reliable adoisers, they can do a lot of things, they can help workers in factories, pilots – in space, scientists – in research labs, they can help, practically anywhere.

**Opponents say:** Today – it's all right; but what about tomorrow? It's difficult to foresee future developments in the field of robot making, people can manage without robots.

**Situation IV.** You are the chief of a big scientific antre. You decided to arrange a department meeting to discuss some problems concerning the prospects of your centre. There is one ibem on the agenda that the staff are to discuss: whether to begin a new series of experemnts or not. There is a difference of opinion on the mather. Are you for of against. Give your reasons.

Some hints to help you:

**For:** It's the only way to prove or disapprove our hupothesis, we want reliable information. The information we possess is very limited. There is a lack of data. We should obtain additional data. To make some extra measurements to check some results; to master the new technique.

**Against:** We aren't ready yet. We shall face a lot of difficulties. We need to work out a new technique, to get some new appliances and devices. The reseaches are very tired. There is a lack of adequate instruments and devices.

**Situation V.** You are a famous scientist. Your specialfield is robot-making. You are a good expert in computers too. Now you are the manager of a big company. You are fond of making

speeches. Last month you made a report on "The role of robots in modern life". Next month you are planning to make a report on "The role of robots in future life".

Some words to help you:

Robots are reliable advisers and are able to solve many complicated problems. Robots will play an important role in the world of the future. They can help man select the best possible site for his factories and manage these factories. They can help also tell man which products will make the most profit.

**Situation VI.** The period of practical training in the science centre is over. Science students are back at their institutions. One of them shares his impressions with his fellows.

**Key words:** to be satisfied; there are excellent research facilities there; dozed of promising ideas are under investigations, the research findings are very interesting.

**Situation VII.** The people in the lab are very busy. Some experiments are being performed. You have practical training in the lab.

**Questions:** Do you takepart in the experiment?

What do you do?

There hints may prove helpful: to make preparations; to prepare instruments; to check devices; to make measurements; to take readings of the apparatus; to heep a record of results; to make computations.

**Situation IX.** You are the assistant chief of the the lab. You are making plans for increasing the scope of research. You are considering some very complicated problems and consulting your research workers on: the most important problems to be selved; whether these problems have any solution; teams to be organized; devices to be used; cooperation with other labs and plans (corporations); terms of completing the research program. Some of the researches are for increasing the scope of research, other are against. All give their reasons.

Key words:

**Pessimistic people say:** Some installations are out-of-date. We can't get the most modern equipment. We are pressed for time. We use old methods.

**Optimistic people say:** We can do it. We must improve our work. We must change our methods. We must set modern instrumentation. It will be very difficult but we will not accept defeat.

**Situation X.** She sitting of the Students' Scientific Society. The President of the Society is speaking about Students' work. The students are awarded certificates and and prizes for their, research work: best reports, papers, essays. The winners are very pleased they express their gratitude, their friends congratulate them.

**Task:** Take the parts of the president and the students.

**Situation XI.** Applications are invited for two posts of junior research workers in Computer Science, Mathematical Science or Numerical Mathematics. Post-graduates who have research interests, and are of sufficiently high standard in one of these fields may apply for the position. You have a good scientific education and feel that you would like to enter this field.

**Task:** Try to get further information about work and prospects.

**Situation XII.** Professor Kovaliv, e.g. is a professor of physics. He specializes in applied research. His research is closely connected with industry. He can use the most modern equipment and employ a large number of assistants. You are an undergraduate and went to work in his laboratory (render him).

**Task:** Have a talk with the professor and try to make a good impression on him.

**Situation XIII.** You are going to write an article for the students' wall-newspaper (a report about the exhibition "Students' Achievement in Science".

**Task:** Ash some visitors for their opinions.

**Situation XIV.** Dr. Brown, who is an expert in semi-conductor physics and some other scientists arrived at your laboratory yesterday morning to take part in series of talks on joint research. Dr. Broun, his colleagues and Ukrainian scientists are trying to work out a long-term research program: common goals, ways of cooperation, the staff and Saculties needed, exchange of experts and materials, potential industrial applications of the research. You think that scientific integration is a good thing.

**Task:** Play the parts of the scientists and give your recommendations.

**Situation XV.** You and your friend are different people in many ways. This time you have come away with quite different impressions of the exhibition: "Students' Achievements in Science and Technology". Your friend finds it an average sort of an exhibition with no surprises or special features. You think differently.

**Task:** Dramatize the talk between you and your friend.

**Situation XVI.** You find that there is a lack of balance at the exhibition. Too many displays in the area of electronics, computer technology, cybernetics, too few in mechanics, metallurgical engineering and so on ... Your friend thinks differently. His arguments are: all the sciences contribute to this or that invention.

**Task:** Dramatize the talk between you and your friend.

### Література

1. Скалкин В.Л. Коммуникативные упражнения на английском языке. – М.: Просвещение, 1983. – 126 с.
2. Скалкин В.Л. Английский язык для общения. – М.: Высш. школа, 1986. – 191 с.
3. Олійник Т.І. Рольова гра у навчанні англійської мови. – К.: Освіта, 1992. – 127 с.
4. Livingstone C. Role Play in Language Learning. – М.: Высш. школа, 1988. – 127 с.

Larissa Davydenko, Ihor Hrynenko (article...79)

## MNEMONICS IN FOREIGN LANGUAGE TEACHING

The role of memory in foreign languages teaching hasn't been given due consideration but some memory aids could play a useful role. Methods of foreign language teaching and its adjacent field of science (cognitive psychology) are rich in theoretical principles that are but scarcely applied in practical manuals and teaching.

The topic of mnemonics and its use in the foreign language teaching is rarely discussed in professional journals or even casually among teachers. There are basically two reasons for this avoidance. First, is the widespread belief that memory-enhancing methods have been rendered obsolete or inconsequential by current ESL/EFL theories. The concept of memorisation has been discouraged (in part in reaction to what many now consider to have been an excessive and inappropriate stress placed upon it, and "overlearning," by the audio-lingual method) and approaches emphasising learning through relevancy, understanding, meaningfulness, and creativity have, in effect, taken its place.

The second, and probably biggest, reservation about mnemonics involves general perceptions about its nature. The subject conjures up a strong sense of something intellectually unrespectable, a feeling of cheap "mental tricks."

Whatever the association, few (particularly teachers) consider it useful for the classroom or serious learning.

These perceptions are both unfair and inaccurate. The purpose of this paper is to dispel these notions, and to argue that certain mnemonic devices are highly relevant to foreign language teaching and quite beneficial for students.

The latest publications on the subject testify to the urgency of the problem (Gruneberg M.M., G. Bower, A.Cohen, R.Merry and others), which pursued an interest in memory over the last 25 years and they achieved wide recognition all over the world. Within that period, mnemonics has received a great deal of attention and support in the field of cognitive psychology. Pick up any recent, standard textbook in the field and there are usually a few pages devoted to a discussion of memory strategies. The general scientific consensus is that mnemonics, under certain conditions, are quite effective ways by which information can be stored and retrieved.

To greatly simplify a complex issue, numerous empirical studies have been conducted with subjects involving free and serial recall, association learning, and visualisation testing. The data [1, 2, 3, 4] show that when an individual learns new material, he or she is not just a passive recorder of associations, but an active participant who manipulates information according to various "control processes" (memory strategies or systems). These processes are contingent upon what is being studied, the personal experience of the learner, and the kind of work at hand.