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СИСТЕМА ІНДИВІДУАЛІЗАЦІЇ НАВЧАННЯ ІНОЗЕМНИХ МОВ ПРОФЕСІЙНОГО СПРЯМУВАННЯ У ВИЩІЙ ПЕДАГОГІЧНІЙ ШКОЛІ

Стаття присвячена системі індивідуалізації професійно спрямованого навчання іноземних мов. На практиці визначається, що розвиток умінь самостійної індивідуальної роботи підвищує рівень володіння іноземною мовою.

Ключові слова: індивідуалізація, професійне спрямування, уміння, самостійна індивідуальна робота.

Статья посвящается системе индивидуализации профессионально направленного обучения иностранных языков. На практике определяется, что развитие умений самостоятельной индивидуальной работы повышает уровень владения иностранным языком.

Ключевые слова: индивидуализация, профессионально-направленный, умения, самостоятельная индивидуальная работа.

The article is devoted to the individualization system of the professional oriented foreign language training. It is examined in practical manner that the development of independent individual work skills improves the foreign language mastering level.

Key words: individualization, professional oriented, skills, independent individual work.

Потреба у висококваліфікованих освічених спеціалістах з високим рівнем сформованості таких особистісних якостей, як відповідальність й ініціативність, креативність і високий професіоналізм зумовлюється зростанням інформаційних технологій. Цей процес визначає й тенденції сучасного освітнього процесу, сутність якого полягає в розвитку феномена особистісно-орієнтованої освіти, формуванні творчої особистості, становленні її індивідуальності, що унеможлиблюється без значної індивідуалізації самого процесу навчання.

Враховуючи те, що індивідуалізація навчання є важливою умовою розвитку творчої індивідуальності, ця проблема постає як один із провідних напрямів удосконалення педагогічної освіти в цілому, а також професійно-педагогічної підготовки майбутнього вчителя. Засобами іноземної мови потрібно формувати в студентів стійку спрямованість на творчість, активність і пізнавальну самостійність, спиратися на їхні індивідуальні особливості, постійно залучати студентів до співпраці, надавати можливість для самореалізації, самоконтролю, професійного зростання. Тому й індивідуалізація процесу навчання іноземних мов набуває важливого значення в підготовці творчої індивідуальності студента. Наведемо приклад реалізації індивідуалізації навчання іноземної мови професійного спрямування на практиці.

Тема: «Стратегії написання есе».

Загально-дидактична мета: формувати уміння написання есе з повним і точним розумінням усіх питань стратегій на основі задачного підходу в організації навчання і реалізації принципів гуманізації й гуманітаризації; науковості; свідомості й активності; системності; послідовності й раціональності; доступності; достатнього рівня складності.

Освітньо-методична мета: поглиблювати знання студентів у контексті пошуку нової цікавої інформації задля написання есе та вираження власної точки зору.

Розвивально-виховна мета: удосконалювати вміння переносу знань та навичок у нову ситуацію на основі здійснення проблемно-пошукової діяльності; розвивати інтелектуальні й пізнавальні здібності студентів; виховувати культуру письма.

Оснащення: методична розробка, проектор, аудіозапис.

Хід заняття.

I. Організація аудиторії.

II. Перевірка домашнього завдання.

- індивідуальна робота (міні-доповіді про особливості написання есе).

Мета: розвивати уміння монологічного мовлення.

III. Аудиторна робота на основі поданої теорії.

1. Ознайомтесь з загальними правилами написання есе та прочитайте приклад есе. Виконайте запропоновані завдання.

Мета: формувати вміння узагальнення інформації щодо написання есе.

2. Проаналізуйте алгоритм вибору теми есе.

Мета: формувати вміння обирати тему для написання есе.

3. Прочитайте про те, як правильно обмежувати тему. Виконайте запропоновані завдання.

Мета: удосконалювати вміння правильного вибору теми задля написання есе.

4. Прочитайте про систему організації структури вашого есе: хронологічна, часткова, система значущості фактів, порівняльна система та система контрастів. Виконайте запропоновану вправу.

Мета: удосконалювати вміння правильного вибору теми задля написання есе.

5. Ознайомтесь з особливостями окреслення змісту написання есе.

Мета: удосконалювати вміння правильного вибору теми, підтеми, головної ідеї задля написання есе.

6. Прочитайте про те, як правильно дотримуватись схеми написання есе.

Мета: формувати вміння схематичного змісту есе.

7. Написання основного змісту есе.

Мета: формувати вміння написання основного змісту есе.

8. Використання транзитивних слів.

Мета: формувати вміння використання транзитивних слів у тексті есе.

9. Перевірка та закінчення вашого есе.

Мета: формувати вміння написання закінчення есе та перевірки загального змісту.

IV. Аудиторна практична робота (1).

Есе: за та проти(1).

1. Укажіть чи згодні ви чи ні з кожним твердженням.
2. Прочитайте есе, та скажіть, що висловлює автор у кожному з (А-Д) параграфів.
3. Які чотири твердження з вправи 1 згадані в параграфах В та С есе? Вкажіть номери в таблиці. Яка думка підтверджується прикладом?
4. Продивіться чотири твердження у вправі 1, які не включено до есе. До яких параграфів вони могли б належати? Додайте їх до таблиці. Включіть приклади до одного з тверджень.
5. Закінчіть наступні фрази з есе.
6. Оберіть два твердження з вправи 1, які не увійшли до есе. Випишіть їх, використовуючи відповідні фрази з вправи 5.
7. Чи згодні ви з висновками, які є в есе, чому, чому ні?

Мета: формувати вміння написання тексту есе: за та проти.

➤ Приклад есе: за та проти.

➤ Картка допомоги (есе: за та проти).

➤ Домашнє завдання для відпрацювання написання есе: за та проти.

1. Ви збираєтесь писати есе: «Найкраще в житті є безкоштовним». Поміркуйте над тим, що Ви могли б включити до свого есе, напишіть якомога більше фраз під кожним заголовком.
2. Оберіть найкращі два чи три твердження з кожної групи у вправі 1. Використовуйте їх для того, щоб доповнити абзаци 2 та 3 в запропонованому плані есе.
3. Поміркуйте над вступом для свого есе та над тим, як Ви покажете, що ви зрозуміли головне твердження есе.
4. Напишіть вступ, використовуючи свої ідеї з вправи 3.
5. Напишіть другий та третій абзаци вашого есе, використовуючи Ваш план з вправи 2. Включіть до тексту Вашого есе деякі з пропонованих фраз або фраз із вправи 5 аудиторної роботи.
6. З'ясуйте, яка саме Ваша думка з приводу даного питання. Чи погоджуєтесь Ви з назвою?
7. Напишіть заключну частину Вашого есе, використовуючи Ваші ідеї з вправи 6.
8. Ви написали чернетку Вашого есе. Порахуйте слова. Чи містить Ваше есе 200 - 250 слів? Якщо Вам бракує слів, виконайте наступні вказівки.
9. Перевірте Ваше есе, використовуючи контрольні питання.
10. Напишіть остаточний варіант Вашого есе.

Мета: формувати вміння написання тексту есе: за та проти.

IV. Аудиторна практична робота (2).

➤ Есе: власна думка (2).

1. Прочитайте завдання а-с. Продивіться есе, що подано нижче та скажіть, на яке питання воно відповідає.
2. Продивіться план для есе у вправі 1. Потім розділіть текст на абзаци. Які слова допомогли тобі в розподілі тексту на частини?
3. Продивіться вирази для висловлювання додаткових та контрастних аргументів. Які ви знаходите в есе у вправі 1?

- Прочитайте рекомендації для написання есе. Поснайдіть подані речення, використовуючи фрази з вправи 3, для того, щоб увести друге речення.
- Додайте фрази, що вводять додаткові та контрастні аргументи, до запропонованих речень.
- Перепишіть останній параграф моделі есе для того, щоб виразити протилежну думку. Використовуйте аналогічну структуру.

Мета: формувати вміння написання тексту есе: власна думка.

➤ **Приклад есе: власна думка.**

➤ **Картка допомоги (есе: власна думка).**

➤ **Домашнє завдання для відпрацювання написання есе: власна думка.**

- Як, на Ваше переконання, здебільшого сформувалася Ваша власна думка щодо духовності? Використовуйте подані слова або власні ідеї.
- Виберіть одне з інших завдань вправи 1(аудиторна робота 2). Визначте ключове питання, яке потребує відповіді. Потім аргументуйте Вашу думку.
- Прочитайте рекомендації для написання есе. Потім запишіть аргументи «за» та «проти» стосовно думки, яку Ви висловлювали у вправі 2. Запишіть якомога більше ідей на підтримку Вашої думки та протилежної їй.
- Виберіть ідеї із запропонованих у вправі 3, щоб завершити план параграфів 2 – 4.
- Напишіть параграф 1 (вступ) Вашого есе, використовуючи власну відповідь у вправі 2. Розпочніть пояснення ключового питання своїми власними словами, потім визначте свою головну думку.
- Використовуйте свої записи з вправи 3, щоб написати параграфи 2-4 Вашого есе. Використовуйте подані фрази, щоб допомогти собі та фрази 3 (аудиторна робота 2).
- Тепер напишіть останній параграф, узагальнюючи свою власну думку. Використовуйте подані фрази, щоб допомогти собі.
- Порахуйте загальну кількість слів у всіх чотирьох параграфах. Якщо Ви маєте менше ніж 200 або більше ніж 250 слів, виконайте одну чи більше із запропонованих процедур. Перевірте Ваше есе, використовуючи контрольні питання.
- Напишіть остаточний варіант Вашого есе.

Мета: формувати вміння написання тексту есе: власна думка.

IV. Аудиторна практична робота (3).

Конкурс написання есе.

Мета: формувати вміння написання есе «точка зору» на конкурсній основі.

V. Пояснення домашнього завдання.

- Вдома напишіть есе. Оберіть есе «за чи проти» або «точка зору».
- Використовуйте наступні вирази, які стануть вам у нагоді під час написання вашого есе.

Мета: усунення прогнозованих утруднень при виконанні домашнього завдання.

VI. Підведення підсумків заняття.

Мета: узагальнити та проаналізувати аудиторну роботу.

STRATEGIES FOR EFFECTIVE ESSAY WRITING

Class course

I. Organizing the audience.

II. Checking up students' home tasks: individual work *(some brief reports concerning the main features of writing an essay).*

- Essays present thoughts, observations, opinions, and happenings that you want to share with others. Your own experience provides the basis of an essay.

Every essay should have an introductory paragraph that presents the topic, body paragraphs in which the topic is developed, and a concluding paragraph.

- By analyzing the topic and purpose of one essay, you have prepared yourself to select a topic and a purpose for the essay that you will write as you study this lesson. As you work on your essay, you will follow the three steps of the writing process: prewriting, writing, and revising.

- Your prewriting begins as you select and limit a topic for your essay. By choosing a topic thoughtfully and carefully, you will provide a clear direction for your essay. Selecting an essay topic is sometimes simple. You might be given an assignment to describe the most unusual place you have ever visited. If you had just visited Meteor Crater in Arizona, you could select your topic immediately.

- Once you have a topic, be sure that you can develop it fully in a few paragraphs. You probably would have no trouble finding things to say about your ideas on such topics as "The environment" or "Music." In fact, you might have too many things to say. In addition, a topic such as "The environment" does not suggest a specific purpose for your composition. Broad topics like "The environment" and "Music" need to be limited, or made more specific.

- First, write a sentence that states the topic and the purpose of your entire essay. This sentence is called the **thesis statement**. A thesis statement can be as simple as "My trip to the San Juan Islands was an unforgettable experience" or "Gardening is my favorite hobby for several reasons." You will put it in the first paragraph of your essay. A thesis statement helps you to focus the essay, making it easier to plan. Also, it will help your reader by making the subject and purpose of the essay clear from the outset.

III. Class work essay theory.

1. What is an essay?

Organizing your ideas for an essay will be fairly simple if you keep these two points in mind:

1. An essay is written for a specific purpose, such as describing a place or expressing

an opinion. All the ideas in an essay should work to accomplish the purpose.

2. An essay is written to an audience of readers. The audience for your essay can range from one person to many people - a friend, a teacher, or classmates.

The following paragraph introduces an essay. In this introduction there will be the presentation both the topic and the purpose.

Of all the places with which I have become familiar, one stands out as my definition of the perfect home. There were far more beautiful houses, but my grandmother's house shone out as a *home*, built not of bricks or lumber, but of love, tradition, and universal goodness. It had been, at various times, a home for almost every member of the family and many a welcome outsider as well. As I think back, I realize the worth of those precious jewels of summer days and autumn afternoons that I spent there.

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For Analysis: Read the following numbered instructions. Write the answers on your paper.

1. State the topic of the essay.
2. Write a one-sentence summary of the paragraph.
3. Write a brief statement of the writer's purpose.

2. Selecting a Topic

There will be times, however, when no topic comes to mind quickly. Then the following questions will be helpful in selecting a topic.

1. What do I know that I would like to share with a reader?
2. What have I seen or experienced that I would like to write about?
3. What have I read that I would like to write about?
4. What would I like to do in the future?
5. What problems do I know about that need solving, and what are the solutions to these problems?

These questions will suggest topics that come from your own experience. You may also want to talk over your topic with others or to read something to stimulate your thinking. But the topic that you choose should be one to which you can bring knowledge of your own. As a rule, it should not be one that requires research.

3. Limiting a Topic

Broad topics like "The environment" and "Music" need to be limited, or made more specific. You can limit topics by asking yourself the following questions.

1. Can I limit my topic to a single person, group, or example?
2. Can I limit my topic to a brief time period?

3. Can I limit my topic to a part of the subject?
4. Can I limit my topic to a specific event or place?
5. Can I limit my topic to a specific purpose?
6. Can I limit my topic for a specific audience?

The following set of questions shows how the topic "Music" could be limited.

What do I want to write about?	Music
What part of the topic do I want to write about?	Country and western music.
Can I limit my topic to a single person or group?	The Truck Stops are my favorite group.
Why do I like the Truck Stops?	Their songs have funny lyrics, and they have a great fiddle player.
What will my essay be about?	I'll explain why I like the country and western music of the Truck Stops.

A limited topic usually suggests a purpose for writing about it. The most common purposes for writing are to explain, to describe, to narrate, and to express an opinion (to persuade). Also, a limited topic usually suggests an audience that will be interested in reading about it. In the preceding example, the questions led to limiting the topic to the music of a particular group and, still further, to the explanatory topic of why you like that group's music. If you wrote an essay about this topic, you would have as your audience any readers who might be interested in country and western music.

The following list shows how a broad topic can lead to a limited topic. The first two topics are explanatory; the next two are descriptive. They are followed by two narrative topics and two topics that express an opinion.

BROAD TOPIC	LIMITED TOPIC
Travel	Why I'll never forget the San Juan Islands
Careers	How I became interested in a career in aviation
Possessions	The possession that I value most
Science	How the moon changed during a total eclipse
Adventure	What happened during a white-water canoe trip
Work	An on-the-job incident that gave me an insight into human nature
Sports	A smart athlete will choose to be a free agent
Environment	Our community needs a recycling center.

Exercise 1. Writing purposes. Each of the following numbered items lists a broad topic and a limited topic. Write a suitable purpose for each pair of topics. The purposes are (1) to explain, (2) to describe, (3) to narrate, and (4) to express an opinion.

SAMPLE Hobbies / Building a bird feeder

ANSWER To explain

1. Comic strips/How I identify with a comic strip character
2. Dancing/How to look as though you know how to dance
3. Transportation / The car that I would like to own someday
4. Telephone / Access to the family phone: a guide to gaining and maintaining it
5. Education / Sports are (are not) as educational as academic work
6. Education / Schools should (should not) award credit for work experience
7. Special days/A birthday celebration that had an unexpected ending
8. People / Memorable noses that I have seen
9. Friends/An incident that resulted in a long-lasting friendship
10. Military service / Women should (should not) be required to register for the draft.

Exercise 2. Limiting Topics The three numbered statements that follow are ways of limiting an essay topic. Use each statement to limit the topics listed underneath it. The limited topics should be the kind that you can write about from personal experience. Write each limited topic on your paper.

SAMPLE Limit the topic to a single example.

Training animals

ANSWER *Limited topic:* Training a falcon

1. Limit the topic to a part of the subject.
 - a. What I have learned about science
 - b. Helping other people
2. Limit the topic to a brief time period.
 - a. My own experiences
 - b. The life of a person whom I know and admire
3. Limit the topic to a specific place.
 - a. Beautiful places that I have seen
 - b. Unusual buildings

Assignment Checklist

Check your assignments for the following points:

1. Did you list and limit the essay topics?
2. Did you choose topics to which you can bring your own experience?
3. Did you list purposes as required?

4. Organizing Your Essay

Your next steps are to write a thesis statement, to arrange the ideas on your list, and to prepare an outline that shows their organization.

After you have written a thesis statement, you need to organize your ideas in an order that the reader can easily follow. To do so, divide them into groups. Put all

related ideas in the same group. Then arrange the ideas within each group as a main idea with two or more ideas that support it (supporting details). If there is a main idea that has no supporting details, devise two or more supporting details and add them to that group. If there are supporting details without a main idea, devise a main idea to go with them.

Your topic and your purpose will determine the way in which you organize the groups of ideas and details for your essay. Chronological order, spatial order, order of importance, and comparison and contrast are four possibilities.

Exercise 1. Writing Thesis Statements On your paper, write a thesis statement for each of the following sets of limited topics and related ideas.

1. *Topic:* The importance of Lake Superior to the residents of lakeside towns
Fishers sell their daily catch from the lake.
Resort owners earn money from tourists who spend vacations at the lake.
Residents go swimming and boating on the lake.
Residents enjoy the beauty of the rocky coastline of the lake.
2. *Topic:* My opinion on walking versus driving a car for distances of less than a mile.
When time spent looking for a parking space is considered, walking can be faster than driving.
Walking conserves gasoline.
Walking is cheaper than driving.
Walking provides good exercise.
3. *Topic:* My first hike up a mountain
At first, the distance up the mountain looked short.
After two hours of climbing over rocks, we had not gone far.
In the afternoon the temperature rose quickly, and we had a hard time climbing in the heat.
We reached the top six long hours later.

Chronological Order. When you use chronological order, you present events in the order in which they occurred. This is the natural organization for a narrative essay. If you wanted to give a day-by-day account of a car trip across the United States, you would follow the chronological order of events.

Spatial Order. When you use spatial order, you present details or objects in the order in which you see them – top to bottom, left to right, front to back, or near to far. This order is good for a descriptive essay. If you were describing a sports arena, you would probably use spatial order.

Order of Importance. When you use order of importance, you usually present the least important ideas first and build up to the most important ideas. Sometimes, however, you can give the most important ideas first for special emphasis. This order works well for discussing the points of an expository essay or an essay in which you present an opinion.

Comparison and Contrast. You use this method of organization to make clear the similarities or differences of two topics that you are discussing. For example, you

might compare (discuss the similarities in) the types of houses in two city neighborhoods, or you might contrast (discuss the differences in) the historical development of the two neighborhoods. On the other hand, you could both compare and contrast the recreational facilities – the community centers and parks – available in the two neighborhoods. If you were to compare and contrast in the same essay, you could discuss similarities in one paragraph and differences in another paragraph, or you could discuss similarities and differences one at a time in a point-by-point discussion of the topic.

Exercise 1. Organization of Ideas Each of the following numbered sentences is a suitable thesis statement for an essay. On your paper, list the type of organization – chronological order, spatial order, order of importance, or comparison and contrast – that would be best for developing each of the essays.

SAMPLE We should protect endangered species.

ANSWER Order of importance

1. This electric car has several advantages over a gasoline-powered auto.
2. We spent six hours touring the fascinating city of Washington.
3. The desert looked eerie at sunset.
4. Everyone should learn how to program a computer.
5. Saturday's football game was exciting because the score was close until the last two minutes.

5. Outlining the Essay

Now you are ready to begin your outline. In an outline the main ideas on your list become **main headings**, and the supporting details become **subheadings**. The introductory and concluding paragraphs of an essay are usually listed as main headings in an outline. For a short essay, there is no need to outline them further. Always start a main heading with a Roman numeral followed by a period. Start a subheading with a capital letter followed by a period. Subheadings are indented. Except in the introduction and conclusion, a main heading must always have at least two subheadings.

The ideas on poor directions can be outlined as follows. The types of directions have been arranged in order according to their usefulness, from those that are somewhat helpful to those that are of little use. Notice that the thesis statement for an essay is sometimes placed at the beginning of the outline.

Topic: Poor directions

Thesis statement: I have discovered that most people give poor directions, which can be divided into three types.

- I. Introduction
- II. Directions that are too detailed or complicated
 - A. Unnecessary information given
 - B. Simplest route not given
- III. Directions with names and terms that only local residents use
 - A. Local place names given

- B. Local terms used
- IV. Directions that are incomplete or vague
 - A. Important information not given
 - B. Information not specific enough
- V. Conclusion

The preceding outline is a **topic outline** – one in which the headings are stated in words, phrases, or clauses. Topic outlines are used most often. There are two other kinds, however. A **sentence outline** is arranged in the same way, but its headings and subheadings are expressed in complete sentences. A **rough outline**, on the other hand, is simpler. It consists of main ideas only and is sometimes used for a brief narrative essay in which the emphasis is on the sequence of events.

6. Writing the Body of Your Essay

The paragraphs in the body of an essay support and develop the topic. Writing the body of an essay is similar to writing an effective paragraph. In a well-written paragraph, each sentence supports the main idea stated in the topic sentence. In an essay each paragraph supports the thesis statement of the introductory paragraph.

When you make your initial attempt at writing the body of the essay, consider it a first draft. Do not rush your writing, but do not get bogged down worrying about a single word or sentence. You can easily make needed changes in your work after the draft is written.

7. Following the Outline

Rely on your outline as you write the body of the essay. Your task is to put together sentences and paragraphs that express the ideas and relationships in the outline. To do so, you may need to add some facts, examples, and reasons.

Usually, a main heading and its subheadings are the basis for one paragraph. Base the topic sentence of each of your paragraphs on the main heading.

8. Using Transitional Words

Transitional words guide your reader through your essay. They show relationships between the ideas in your sentences and between the ideas in your paragraphs. Some of the most common transitional words and phrases are listed below according to the ways in which you can use them.

TO INDICATE TIME

after, at the same time, finally, later, meanwhile, next, simultaneously, soon, then, until

TO INTRODUCE EXAMPLES

one, another, for example, for instance

TO INDICATE RESULTS

as a result, consequently, for this reason, hence, therefore, thus

TO SHOW OTHER LOGICAL RELATIONSHIPS

accordingly, also, however, if so, in addition, in fact, in view of this, nevertheless, on the other hand, similarly, since, then, yet

Assignment Checklist

Check your writing assignments for the following points:

1. Did you follow your outline?
2. Did you give information that fully develops the points in the outline?
3. Did you use appropriate transitional words?

Conclude your essay with a paragraph that helps the reader to grasp the full meaning. There are three principal methods of bringing an essay to a definite close. You can use a quotation, a question, or a recommendation to end an essay. Regardless of the method used, a good concluding paragraph should leave the reader with a clear understanding of the main idea of your essay.

Assignment Checklist

Check your assignments for the following points:

1. Did you summarize the essay, present a final idea, discuss a personal reaction, or use another recognized method of bringing an essay to a definite close?
2. Will your concluding paragraph leave the reader with a clear understanding of the main idea of your essay?

9. Revising and Finishing Your Essay

The literal meaning of the verb *revise* is "to see or look again." Revising is looking at your work again from the point of view of your audience. In other words, you are reading to discover where your audience might become confused or bored. A good way of seeing the paper from your reader's point of view is to read it aloud. Another way is to have someone else read or listen to the first draft.

To revise your essay, you have to be willing to change it. You have several options for correcting a problem: removing material, inserting new material, rewriting, reorganizing, or a combination of these. The option that you choose depends upon the problem. Sometimes you will know exactly what to do. At other times you will need to experiment with the options.

See whether each part of your essay says what you want it to say. Ask yourself these questions:

1. Does the introductory paragraph present the topic in an interesting way?
2. Is the development of the topic clear in the body of the essay?
3. Is the concluding paragraph clearly related to the rest of the essay?
4. Do any of the sentences have little to do with the topic? If such sentences do not fit anywhere in the essay, remove them.

5. Do any passages need further details? If so, add new material to existing sentences or write new sentences.

Assignment Checklist

Check your assignments for the following points:

1. Did you revise your essay so that it says what you wanted it to say?
2. Did you revise your essay so that the relationships of the ideas in it are clearly expressed?
3. Did you improve the wording of your essay as you read it over?
4. Did you proofread your final draft for correct grammar, usage, spelling, and punctuation?
5. Did you choose a suitable title?
6. Did you prepare the finished paper according to your teacher's guidelines and proofread it carefully?

IV. Class work essay practice / Essay: for and against/(1).

1. Say whether you agree or disagree with each of the points.

1. Society often judges people according to how much money they have, so money equals status.
2. Rich people are not always happy.
3. You can't be happy if you can't even afford food and clothing.
4. Rich people often find it harder to make genuine friends.
5. Money is becoming more and more important in today's capitalist society.
6. Relationships with people produce more happiness than money.
7. Having too much money can lead to boredom because there are no challenges in your life.
8. Worries about money are a cause of unhappiness.

2. Read the essay. In which paragraph (A-D) does the writer:

- sum up his own opinion?
- put forward arguments against the statement in the title?
- put forward arguments in favour of the statement?
- rephrase the statement to show that he understands the main issue?

Money can buy happiness. Discuss.

A. In most parts of the developed world, people are better off financially today than they were fifty years ago. But are they happier? Has more affluence led to more contentment? This is the question we need to answer.

B. It is hard to deny that money is necessary in today's world. It is very difficult to be happy if you do not have enough money for essential things like food and clothing. For the poorest people in our society, more money would certainly improve their lives. To that extent, it's true that money can buy happiness for some individuals. Even people who are not particularly poor, but are not rich either, often have concerns about money. It seems clear that extra money would remove these worries and the distress that they cause.

C. On the other hand, money is not the main source of happiness for most people. They regard personal relationships as more important. For example, if you are feeling miserable about a friendship that has ended, money is irrelevant. What is more, if money really could buy happiness, the rich would be the happiest people in the world. Judging by the stories about them in magazines and on TV, they do not appear to be.

D. To sum up, I would say that money can improve the condition of people who do not have enough cash to live comfortably. However, money alone is not enough to bring happiness; you also need good relationships.

3. Which four points from exercise 1 are mentioned in paragraphs B and C of the essay? Write the numbers in the table. Which point is followed by an example?

B	C
---	---

4. Look at the four points from exercise 1 which are not in the essay. Which paragraph could they belong to? Add them to the chart above. Include an example for one of the points.

5. Complete the useful phrases from the essay.

1. It is hard to ____ that ...
2. To that __, it's true that...
3. It seems that...
4. On the other __, ...
5. What is , ...
6. To ____ up, I say that...

6. Choose two points from exercise 1 which are not in the essay. Rewrite them, one after the other, using two appropriate phrases from exercise 5.

7. Do you agree with the conclusion of the essay? Why? / Why not?

ESSAY: FOR AND AGAINST PATTERN

'Students shouldn't have to pay to study at university'

Although the government gives money to universities, students still have to pay for their university education. They pay tuition fees and also need money to live on while they are studying. However, some people argue that education should be free, including university education.

It is hard to deny that poorer people in our society sometimes miss the chance to study at university because they cannot afford it. As a result, they have fewer opportunities when they apply for jobs, and often remain at a disadvantage throughout their lives. This is unfair. Free university education would ensure that everybody has

an equal chance to study at a higher level. In addition, it would mean that universities could attract the most able students and not the wealthiest.

On the other hand, free university education would cost the government a lot of money and they would have to raise this money through taxation. Some people maintain that it is unfair to tax ordinary working people so that a minority can study at university. Furthermore, they question how useful university education really is for the country as a whole, and argue that vocational training would be more beneficial.

On balance, I believe that the advantages of providing free university education outweigh the disadvantages. While free education costs everybody a little more in taxes, it creates a fairer system and more opportunities for poorer people to do well.

REINFORCEMENT CARD

(Essay: for and against)

- Divide your essay into four paragraphs.
- Write an interesting introduction to your essay that will encourage your reader to continue reading.
- In the second paragraph include points in favour of the statement.
- In the third paragraph include points against the statement.
- The fourth paragraph should be a conclusion balancing the arguments for and against the statement and offering your own opinion.
- Use linking expressions such as: *As a result, On the other hand, Furthermore, On balance*, to guide your reader through your essay.

HOME TASK ESSAY PRACTICE : FOR AND AGAINST.

1. You are going to write an essay called: *The best things in life are free*. Think of points that you could include, and write as many as possible under the two headings.

Points in favour (supporting the statement)

- 1.
- 2.
- 3.
- 4.
- 5.

Points against (giving the other side of the argument)

- 1.
- 2.
- 3.
- 4.
- 5.

2. Choose the best two or three points from each group in exercise 1. Use them to complete paragraphs 2 and 3 in this essay plan.

Paragraph 1 Introduction

Introduce the topic. Show that you understand the title of the essay and what it needs to cover.

Paragraph 2 Points in favour

1

2

3

Paragraph 3 Points against

1

2

3

Paragraph 4 Conclusion Sum up your own opinion.

3. Think about the introduction to your essay and how to show that you understand the main issue. Decide:

- what kinds of things are free.
- what kinds of things are expensive.
- what question you need to answer in the essay (but in your own words, without copying the title).

4. Write the introduction using your ideas from exercise 3.

There is a saying that the best things in life are free. It's certainly true that...

5. Write the second and third paragraphs of your essay using your plan from exercise

2. Include some of these useful phrases or phrases from exercise 5 on page 22.

Presenting one side of the argument

Firstly, it's important to state that...

On the one hand, ...

It is sometimes argued that ...

Moreover, ... / Furthermore, ...

Presenting the another side of the argument

However, ...

On the other hand, ...

Some people take the opposite view, and claim / maintain that...

Moreover, ... / Furthermore, ...

6. Decide what your own opinion is. Do you agree or disagree with the statement in the title? Discuss it with your partner.

7. Write the final paragraph of your essay using your ideas from exercise 6.

On balance, ...

While it's true that ..., I firmly believe that...

8. You have now written a first draft. Count the words. Have you written between 200 and 250? If you are short of words, do one or more of these things.

ESSAY: OPINION PATTERN

'Large, powerful cars are a danger to everyone and should be banned.' Do you agree? Why? Why not?

Few people would deny that global warming is a serious problem and that reducing carbon emissions is the main way to tackle it. Large, powerful cars produce far more carbon emissions than cars with small engines, and for this reason, I believe they should be banned.

First and foremost, large cars with very powerful engines *are* completely unnecessary in today's world. Our city streets *are* full of these vehicles, crawling along at ten kilometers per hour and creating huge amounts of pollution. An electric car would be just as fast in a busy city and would produce no carbon emissions at all.

Moreover, large cars *are more* dangerous for pedestrians and cyclists because they are heavier and more likely to cause serious injury or death if there is a collision. At a time when we *are* encouraging people to walk or cycle instead of driving, we should aim to make our streets as safe as possible, and that includes banning unnecessarily large cars.

Of course, not everybody would agree with this position. Some people maintain that they have a genuine need for a very large car. For example, families with a lot of children may claim that only large vehicles, or 'people carriers' as they *are* sometimes known, provide enough room.

All things considered, I really do think that large, powerful cars should be made illegal. While it's true that they *are* useful for some families, they create an unacceptable amount of pollution and cause irreversible damage to the environment.

REINFORCEMENT CARD

(Essay: opinion)

•Divide your essay into five paragraphs.

•Write an interesting introduction to your essay that will encourage your reader to continue reading. Include your own opinion.

•In the second paragraph, include the main point in support of your opinion.

•In the third paragraph, include another point in support of your opinion.

•In the fourth paragraph, include points in support of the opposite opinion.

•The fifth paragraph should be a conclusion. Restate your opinion, but briefly mention the opposite side of the argument as well.

•Use linking expressions such as *First and foremost, Moreover, For example, All things considered* to guide your reader through your essay.

HOME TASK ESSAY PRACTICE: OPINION.

1. Where do you think your opinions about morality mainly come from? Use the words in the box or your own ideas.

books friends parents religious leaders

schoolteachers TV programmes

2. Choose one of the other tasks from exercise 1 /Class work essay practice /Essay: opinion/ (2)/. Decide on the key question that needs to be answered. Then agree on your opinion.

The key question we need to answer is: ... Our opinion is : ...

Writing tips

Make sure you provide good arguments for both sides of the issue, even if you strongly agree with one side.

3. Read the writing tip. Then make notes for and against the opinion you expressed in exercise 2. Write down as many ideas as you can in the chart below.

Points supporting your opinion

Points supporting the opposite opinion

4. Choose ideas from your table in exercise 3 to complete the plan for paragraphs 2-4.

Paragraph 2

1st argument in support of your opinion.

Paragraph 3

2nd argument in support of your opinion.

Paragraph 4

Arguments in support of the opposite opinion

5. Write paragraph 1 (introduction) of your essay using your answer to exercise 2. Begin by explaining the key question in your own words, then state your initial opinion.

We should acknowledge from the start that...

The question we need to answer is ...

My own opinion is...

6. Use your notes from exercise 3 to write paragraphs 2-4 of your essay. Use these phrases to help you and the ones in exercise 3 on page 66.

It is clear that ...

For example, ...

It is also worth bearing in mind that ...

Moreover, ...

Having said that, it is true that ...

It is also had to deny that ...

7. Now write the final paragraph, summing up your own opinion. Use these phrases to help you.

However, on balance, I believe that ...

Even though ... I would still maintain that ...

8. Count the total number of words in all four paragraphs. If there are fewer than 200, do one or more of these things.

- Add more arguments to paragraphs 2 and /or 3.
- Give more examples to support the arguments in paragraphs 2 and 3.
- Expand the introduction or conclusion.

If you have written more than 250 words, do one or more of these things:

- Look for unnecessary repetition.
- Look for words or sentences that you can cut without spoiling the 'flow' of the arguments.
- Cut one or more examples that support arguments.

CHECK YOUR WORK

Have you

- followed the paragraph plan?
- used some of the useful phrases from exercise 3 on page 66?
- included strong points on both sides of the argument?
- checked the spelling and grammar?

9. Now write a final copy of your essay.

IV. Class work essay practice / Essay Contest / (3).

The Contest: Writing an Essay

Situation: You are a high school student who has decided to enter the Civic Association's annual essay contest. This year the topic is "My View of Our Community." You have a copy of the contest rules. As you plan and write the essay, you will keep in mind the following information.

Writer: you as a contest entrant

Audience: judges of the contest

Topic: my view of the community

Purpose: to plan and write a 350-word essay that presents a personal view

Directions: to write your essay, follow these steps.

Step 1. Read the contest rules on the facing page.

Step 2. Because the essay must be short, you should focus on one aspect of your community. As an aid to selecting the aspect to write about, make notes on the questions that follow. Write your notes quickly, jotting down whatever comes to your mind in response to each question.

What does my community mean to me?

What do I enjoy most in the community?

What is the community known for?

What makes the community special?

спрямування, таким чином, полягає в створенні позитивного мотиваційно-ціннісного ставлення до навчального предмету й до своїх особистісних професійних можливостей, до професійної самореалізації, розкритті умов особистісно-професійного розвитку, самовдосконалення професійної індивідуальності.

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РЕАЛІЗАЦІЯ ІННОВАЦІЙНИХ МЕТОДІВ ВИКЛАДАННЯ ПІД ЧАС ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

Стаття розглядає можливість реалізації інноваційних методів викладання на заняттях з іноземної мови професійного спрямування. Презентуються різні прийоми, засоби та форми.

Ключові слова: інноваційні методи, професійне спрямування, прийоми, засоби, форми.

Статья рассматривает возможность реализации инновационных методов преподавания на занятиях по иностранному языку профессиональной направленности. Презентуются разные приёмы, способы и формы.

Ключевые слова: инновационные методы, профессиональная направленность, приёмы, способы, формы.

The article deals with the possibility of teaching innovative methods realization at the professional oriented foreign language classes. Different ways, means and forms are presented.

Key words: innovative methods, professional orientation, ways, means, forms.

В Україні сьогодні пріоритетним напрямком освіти є покращення її якості. Якісна освіта – це освіта, що формує у студентів системне мислення, творчу активність, уміння аналізувати, проєктувати свою діяльність, передбачати її наслідки. У процесі пошуку освітньої парадигми великого значення набувають різні види та форми навчання, які забезпечили б всебічний

Step 3. Read your notes and put a check beside aspects of the community that interest you. Choose the aspect that you like best, and cross out items that are not related to it.

Step 4. Write down any other ideas that occur to you about your topic.

Step 5. Write a thesis statement. It should express your main idea. *Example:* "My town has the most beautiful park in the state."

Step 6. Prepare an outline of main headings and subheadings. Remember that your word limit probably will allow for only four or five paragraphs in all. Make sure that the flow of ideas develops your thesis statement.

Step 7. Write the first draft of your essay. Start with an introductory paragraph that includes your thesis statement and will interest readers in what you are about to say. Then write the body paragraphs, giving each one a topic sentence. Finally, write the concluding paragraph.

Step 8. Reread your essay and revise it.

Essay Contest Rules

1. This year the essay topic is "My View of Our Community."
2. The contest is open to all high school students.
3. Essays must not exceed 350 words.
4. Essays will be judged on the basis of content, style, and originality.
5. The decision of the judges will be final.
6. Students may submit only one essay each.
7. Essays must be submitted to the Civic Association by April 10.
8. The three winning essays will be printed in the *Herald-Times*.

V. Home task.

1. Write an essay at home. Change the essay «for and against» or essay «opinion».
2. Use the expressions to be helpful while writing an essay.

VI. Lesson results.

Таким чином, визначаємо індивідуалізацію навчання іноземних мов професійного спрямування студентів вищих педагогічних навчальних закладів як основу формування у майбутніх педагогів умінь самостійно одержувати необхідні знання з даного предмету, умінь застосовувати й оновлювати їх, умінь осмислювати навчальний процес у цілому, вдосконалювати окремі прийоми.

Навчальний предмет, при цьому повинен забезпечувати умови особистісно-професійного розвитку майбутнього вчителя, засоби вдосконалення окремих особистісних проявів, а також професійної індивідуальності в цілому. Оскільки ми розглядаємо іноземну мову як навчальний предмет, зміст навчання іноземним мовам у вищому педагогічному закладі повинен відповідати пізнавально-комунікативним і професійно-особистісним інтересам, сприяти розвитку індивідуальності, забезпечувати умови особистісно-професійного розвитку майбутнього вчителя.

Отже, сутність індивідуалізації навчання іноземних мов професійного