

УДК 378.143.111

Жукова Т.В., ст. викладач кафедри іноземних мов
Таврійський державний агротехнологічний університет

IELTS WRITING ASSESSMENT CRITERIA

Summary. The main criteria for international writing assessment are substantiated in the article. The most important features of academic writing in English are lighted.

Key words: . academic writing, band descriptors, cohesion, coherence, lexical resources, task achievement, grammar.

Problem setting. The International English Language Testing System (IELTS) is a test that measures the language proficiency of people who want to study or work in environments where English is used as a language of communication.

Test takers can feel confident that the IELTS test provides a valid and accurate assessment of the four language skills: listening, reading, writing and speaking.

Analysis of recent research. Psychological and psycholinguistic aspects of writing have been contemplated by famous scientists O.Tarnopol'skyi, A. Davidenko, K. Lazarenko, L. Mazunova, S. Nikolaieva, N. Skliarenko, and others.

Very important contribution to the methodology of academic writing teaching was made by American and British linguists and Professors L. Blanton, T. Johnson, F. Linda, A. Seow, A. Oshima, C. Spencer, B. Arbon, J. Swales, M. Swan, D. Zemach. They worked out step-by-step process for researching and writing successful academic papers, some useful pre-writing strategies to generate students' ideas for writing, ways to avoid plagiarism, different feedback formats (self-evaluation, peer-evaluation, and teacher-evaluation), transitions for combining sentences, etc. [1, p. 99].

The purpose of the article is to substantiate the main requirements to academic writing in English and the criteria of its assessment.

Basic materials research. The IELTS Writing test has proved to be the most difficult part of the Academic test, with the average band scores for both males and females being significantly lower than the average for listening, reading and speaking. That's why some writing strategies should be used to succeed in the test.

First of all, a test taker has to be informed about the exam and be strategic.

Writing Task 1 can be scary. And one must incorporate important numbers into all essay types on IELTS Writing Task 1. It requires you to write a summary of at least 150 words in response to a particular graph (bar, line or pie graph), table, chart or process.

Writing Task 2 of the IELTS test requires you to write at least 250 words. You will be tested on your ability to respond by giving and justifying an opinion, discussing the topic, summarizing details, outlining problems, identifying possible solutions, supporting what you write with reasons, arguments and examples from your own knowledge or experience.

Working over Writing Task 2 test takers should analyze the task properly and spend some time making notes; highlight or underline key words in the task to make sure that they focus on what they have to do; plan the answers; use paragraphs clearly; put one idea in each paragraph.

English learners have to be able to write essays, written reports, summary reports, motivation letters, and project work. They should make adequate usable notes; organize paragraphs, making headings and subheadings; use logical connectors for linking paragraphs; write introduction and conclusion; quote correctly; construct bibliography.

Academic writing is clearly defined by having a clear purpose, either an exam question to answer or research project to report on. Most academic writing in English is linear: it starts at the beginning and finishes at the end, with every part contributing to the main line of argument. “Whatever kind of writing you are producing, the writer is responsible for making your line of argument clear and presenting it in orderly manner that the reader can follow” [7, p. 5].

Examiners use detailed performance descriptors when assessing the Writing tests. These band descriptors describe performance in four categories:

- task achievement
- coherence and cohesion
- lexical resource
- grammatical range and accuracy.

The essay should make use of relevant examples, draw reasoned conclusions and exhibit a central theme throughout. Essay language should be assertive and the student’s position on the topic presented should be clearly stated somewhere in the essay. Students scoring well in the *Task Achievement* portion of the rubric tend to analyze the essay topic to a much greater degree than the average student. Fitting lexical resources and sentence constructions help to give the response an overall completeness.

The section *Coherence and Cohesion* of the mark gauges the student's ability to write in a way that expresses a message fluently. Sentence structure, fitting vocabulary choices and grammar really contribute to how coherent a student's message is. Cohesive phrases help tie ideas together at the sentence, paragraph and essay level and solidify the overall theme of the essay.

The area *Lexical Resources* refers to the accuracy and relevance of the vocabulary a student chooses to employ in their essay. Successful students exhibit the ability to use a variety of contextually accurate words and phrases without sounding unnatural or robotic. Word variation accuracy is also a defining trait of a successful student performing at a high band level.

Grammar is often the area that holds students from moving into the upper echelons of IELTS bands. As a marker, keep in mind that students scoring band 7 and above are capable of composing grammatically accurate sentences at least 50% of the time. Grammar issues also influence a student's performance in other sections, too. For example, poor grammar can hinder the examiner's ability to understand what the student wants to say.

The easiest way to score well in your Task 2 response is to structure your writing in a solid essay format that allows you to make claims, give examples and draw conclusions. Strong essays are typically divided into four or more paragraphs. Each paragraph is also subdivided into several sentences. Each sentence carries out a specific job. Together the sentences create a strong argument.

The assessment of Task 2 carries more weight in marking than Task 1. Writing scripts are marked by trained and certificated IELTS examiners, who all hold relevant teaching qualifications and are recruited as examiners by the test centres and approved by British Council.

How does the course of academic writing teaching work? Firstly we ask students if they have any experience of academic writing and which one, what kind of writing they did, what length their writings were, what part of writing they enjoyed, what difficulties they usually had during writing, and what they expect to learn from the course.

And only after that instructors should explain them how it is important to learn writing essays, summary reports, research papers, etc. for their future career. The students notice that essays are written "from one's experience and knowledge for a general audience" [7, p. 12] in friendly, everyday language, and can be handwritten or typed. According to L. Flower "students create a text of their own, trying to integrate information from sources with ideas of their own, and attempting to do so under the guidance of a purpose" [2, p. 28].

It's important to define the aim of the essay which should be deduced strictly from the wording of the title or question, and needs to be defined at the beginning. The purpose of the essay is to say something using the idea of the subject, to present ideas one has learned in his own way.

Taking into consideration that writing is a continuous process which ends with well-organized ideas on paper – that is, it starts at the beginning and goes through some steps in a specific order; the students have to be taught all these steps: getting started; prewriting and outlining; gathering and organizing the information; writing the draft; revising and rewriting; editing and rewriting [1].

Getting the assignment the students should understand it answering some questions: What should I do? What is the purpose of the essay? What will I learn? What is important about the topic? Why does the topic excite me? What do I think the reader would want to know? What did I do to plan before I began writing?

Teaching prewriting techniques is very important in the essay writing process. The students may use another way of prewriting: clustering, free writing and other. The students don't have to worry about spelling or grammar. While rereading they should circle the main ideas which are to be developed [3, p. 4].

One of the most significant steps in essay writing is brainstorming. It is the art of thinking critically to discover original, hidden insights about the topic [4, p. 12]. Brainstorming technique is aimed at defining the problem, exploring the evidence, identifying assumptions, doing some research, etc.

Gathering information is a crucial part of academic writing. Information may come from three sources: facts the students know, facts they find from reading and facts they discover for themselves. While researching the topic, students analyze the arguments of different authors or create one of their own. After researching, analyzing, and brainstorming we discuss the main points concerning the structure of an essay.

As it's known an essay is made up of a group of paragraphs about one subject.

The introduction begins the essay. The first goal in introduction is to grab the reader's attention and generate some interest about the topic. So the first sentence should be an interesting comment about the topic. General comments include several sentences that give some background information about the topic. The thesis statement is the last and the most important sentence in the introduction. It states the specific topic of the essay. The main body consists of one or more paragraphs of ideas and arguments. Each paragraph develops a subdivision of the topic. The paragraphs of the essay contain the main ideas and arguments of the essay together with facts, descriptions, illustrations, examples, or experiences (i.e. support-

ing details) showing important or interesting information to help the reader understand the main idea.

A topic sentence is generally the first sentence of the paragraph, and it states the topic of the paragraph and describes its claim or point, thus orienting the reader to the purpose of the paragraph. The entire paragraph should be focused around the stated topic sentence. It's sometimes difficult for students develop their ideas. So we have to teach them to illustrate their idea with examples, give an authoritative quotation, anticipate and respond to counterarguments, back the ideas with more evidence, offer another perspective to the idea, etc. [2, p. 118].

The paragraphs should be linked in order to connect the ideas. The purpose of the essay must be made clear and the reader must be able to follow its development.

The conclusion includes the writer's final points. Comments can include a summary of all the main ideas, an evaluation of the ideas, or writer's opinion. The final statement is a final thought that "ties up" the topic for the reader. Any totally new ideas should not be introduced in the conclusion.

To improve the content and organization of the paragraphs they give their essays to their classmates for evaluation. So they are proposed to fill in the evaluation checklists while reading one another's essays. Evaluation checklists should contain the following questions: Is the essay interesting? Is the essay interesting? Is there a thesis statement at the end of the introduction? Do body paragraphs start with a clear topic sentence? Is there a conclusion that restates the thesis statement? [3, p. 9]

Having analyzed evaluation checklists and discussed them with other members of their class the students reread their essays paying attention to the content and organization of the paragraphs, looking for spelling, grammar, and punctuation mistakes. They edit and rewrite their essays.

I think it's very important to teach students to avoid plagiarism. We teach them how to paraphrase and quote from original texts. D. Pecorari argues that universities should avoid placing responsibility for academic writing solely with students and look at how we can teach our way out of the problem [5, p. 34].

There are three main ways to integrate quotations into your essay: direct quotation, paraphrase, and mixed quotation. Students should usually paraphrase the material, and only directly quote it, or give a mixed quotation when the phrasing of the quotation is interesting, memorable or catchy.

Direct quotation involves quoting word for word one or more sentences from an author or source. Paraphrase, instead of quoting the author word for word, in-

volves putting the original phrasing into your own words. Students have to be careful to substantially reword the original, however.

Conclusion. We should investigate how IELTS writing papers are marked so we can help our students understand what the examiners are looking for. The IELTS assessment criteria can also be used to help students of different levels prepare for the test in the same class.

The IELTS Writing assessment criteria can help our students understand the main features of writing in English. Then we have to focus on model answers for different band scores and use the criteria to understand why sample writing answers get certain IELTS band scores. We can also use the criteria to challenge higher level students to improve specific aspects of their writing in English.

The students can be confident that their IELTS score is a true reflection of English language proficiency. And using the criteria for writing assessment makes essays more robust, natural and polished to lead in higher band score.

References:

1. Жукова Т.В. Implementation of Academic Writing Teaching Techniques at English Classes / Т.В. Жукова // Вісник Чернігівського національного педагогічного університету ім. Т.Г. Шевченка. Випуск 111. Серія: педагогічні науки: Збірник. – Чернігів: ЧНПУ, 2013. – С. 99-102
2. Flower L. Problem-Solving Strategies for Writing in College and Community / L. Flower. – Ft. Worth, TX: Harcourt Brace College Publishers, 1998. – 256 p.
3. Herrin J. How to Teach Academic Writing / J. Herrin. – Part Copy, 2007. – 46 p.
4. Johnson T. Ten Steps to Writing an Essay / T. Johnson . – American University, Cairo, 2004. – 218 p.
5. Pecorari D. Academic Writing and Plagiarism / D. Pecorari. – London: Continuum, 2008. – 244 p.
6. Seow A. The Writing Process and Process Writing / A. Seow. – New York: Cambridge University Press, 2002. – 320 p.
7. Silber C. 1995. Some General Advice on Academic Essay Writing / C. Silber – University of Toronto, 1995 – 78 p.

УДК 378.147.88:664

Загорко Н. П., к.т.н., доцент

Коляденко В. В., ст. викладач

Таврійський державний агротехнологічний університет

ОСОБЛИВОСТІ ПРОВЕДЕННЯ ПРАКТИК СТУДЕНТІВ ЗІ СПЕЦІАЛЬНОСТІ «ХАРЧОВІ ТЕХНОЛОГІЇ»

Анотація. У статті розглянуто особливості практичної підготовки студентів спеціальності «Харчові технології».

Ключові слова: практична підготовка, навчальна практика, виробнича практика.

Постановка проблеми. Основою якісної університетської освіти є тісне поєднання базової теоретичної підготовки та практичне освоєння отриманих знань і навичок, оскільки без закріплення і вдосконалення отриманих знань на практиці неможливо підготувати кваліфікованого спеціаліста.

Практики є важливою складовою частиною професійної підготовки майбутніх спеціалістів і служать серйозною мотивацією формування стійких навичок використання теоретичних знань у справжніх виробничих ситуаціях.

Одним з головних завдань практик є забезпечення формування у студента професійної адаптації до реальних умов виробництва, що постійно змінюються у світі сучасних ринкових відносин. Це дозволить випускнику відразу після навчання у ВУЗі отримати роботу за спеціальністю і включитися до серйозної практичної діяльності.

Аналіз останніх досліджень та публікацій. Аналіз педагогічної літератури і методичних досліджень свідчить про те, що проблема практичного навчання завжди була одним з найактуальніших при підготовці фахівців різного профілю. Висвітлення питань, пов'язаних з підготовкою майбутніх фахівців до практичної діяльності здійснене у багатьох працях [3, 4, 5, 6, 7].

Формулювання цілей статті. Розкриття особливості організації і проведення практики, як фактору формування професійних умінь і навичок фахівця з харчових технологій.

Виклад основного матеріалу досліджень. З 2013 року на факультеті агротехнологій та екології ведеться підготовка спеціалістів з харчових технологій, особливістю якої є збільшення практичної складової. Навчальний план передбачає достатньо велику кількість кредитів на проходження студентами