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*Ірина Кривонос
(Мелітополь, Україна)*

THE FORMATION OF READINESS OF STUDENTS OF ENGINEERING AND TECHNICAL SPECIALTIES FOR SELF-STUDY IN A FOREIGN LANGUAGE

The article is devoted to the problem of the formation of readiness by students of engineering and technical specialties for self-study in a foreign language. The main components of the self-study work of students in out-of-class time are described.

Key words: the formation of readiness, the self-education, the self-study work, students of engineering and technical specialties.

Стаття присвячена проблемі формування готовності студентів інженерно-технічних спеціальностей до самонавчання з іноземної мови. Описано основні складові самостійної роботи студентів в позакласний час.

Ключові слова: формування готовності, самоосвіта, самостійна робота, студенти інженерно-технічних спеціальностей.

The modern social order requires the education of independent, initiative and responsible members of society, able to effectively interact in the fulfillment of social, production and economic tasks. This requires a substantial increase in the independent and productive activity of students, the development of their personal qualities and creative abilities, the ability to independently acquire new knowledge and solve problems, orienting in the life of society [1: 6-7]. Significant changes in education and working conditions cause a great need for lifelong learning, and therefore, highlight the ability and ability of a person to self-education, self-training activity, cognitive autonomy, and self-study work.

The role of self-study work and self-training activity in our time is so significant that this problem requires every time new approaches, new solutions, the creation of new teaching materials, especially when it comes to teaching a foreign language, which is known to require a large degree of autonomy. Thus, the self-study work, as the main means of mastering the educational material at the time, free of compulsory lessons, the following personal qualities of the student as motivation, purposefulness, self-organization, self-consciousness, independence, personal responsibility, self-control, self-discipline, etc. are most clearly shown and has a great interest among scientists from the point of view of psychological analysis of the process of activities on student learning.

E. Ivashchik, V. Nechaev, A. Pometun and others emphasize that self-education (self-study) is an independent educational activity which is guided by and driven by motivation. The dominance in a foreign language is motivated by external factors. But the effectiveness of self-education depends on the formation of internal motivation [2: 36]. It is important to form the students' ability to self-

motivate their activities, that is, to be interested, and to convince themselves of the need to perform it, to see the importance of this activity and its results for themselves. In this way self-education becomes personal. Actually obtained in the process of learning, the result serves as new knowledge, a new means of action [3: 44].

The purpose of this article is to consider the main components of the self-study work of students in out-of-class time as required of their training activities, to study how to form the readiness of students of engineering and technical specialties for self-study work in a foreign language.

The self-study work is an important part and basis for the training of a future specialist, since the purpose of self-learning is to master the learning of the learning action and its subsequent elaboration in practical classes. The self-study work in foreign language solves the following tasks:

- the improvement of knowledge, skills and abilities acquired in practical classes;
- the expanding of the outlook of students;
- the development of creative abilities, autonomy, aesthetic tastes.

We agree that the effectiveness of educational activities depends on the readiness of the student to self-study and his individual qualities. As researches show, the ability to self-education is one of the most important prerequisites for not only successful acquisition of a foreign language, but also the formation of skills of the self-learning activity in general. The central problem with the organization of self-study work is the problem of ensuring high internal motivation to self-master it. The productivity of self-study work in a foreign language depends on the psychological and pedagogical conditions of its organization: how students' educational and cognitive activity is motivated; how professional-communicative competence of the student is realized; how control of his academic achievements is carried out.

The main task that solves self-study is the formation of the skills and abilities of self-learning necessary for mastering a foreign language from the specific objectives of self-study work. The self-study is an independent educational and cognitive activity of problem, creative and practical character. It is based on the possession of skills and skills acquired in practical classes in a foreign language; therefore it is important that students make the most of these skills and abilities during their self-study work.

The instructor must find out how students are self-employed in learning a foreign language and help them to master the rational methods for doing it. Readiness for self-education has several interrelated components: the psychological component (motivation, attitude to this activity, intellectual capabilities and abilities, volitional potential, self-regulation); communicative component (communicative competence); methodological component (assimilation of methods and methods of independent activity, ability to navigate in this activity, knowledge of the peculiarities of its implementation). Depending on the formation of each component of the readiness O.A.Iwaschik distinguishes three degrees of readiness:

1) the readiness for copying activity (the advantage of external motivation, low level of self-regulation, the form of assimilation of actions - imitation, meaningful copying of actions of the teacher, exercises under his guidance);

2) the readiness for reproductive activity (the predominance of external motivation, the average level of self-regulation, the independent reproduction by the student of admission, assimilated in co-operation with the teacher, the use of mastered admission in similar conditions of activity);

3) the readiness for self-study activity (the advantage of internal motivation, high level of self-regulation, independent performance of various exercises, use of receptions in new, but not in similar conditions of activity) [2: 39,40].

The teacher should determine the level of readiness of each student for self-study. To do this, we try to carry out various conversations, observation, studying the products of students' activities, and others. Successful formation of readiness for self-study implies:

- 1) the special organization of educational process;
- 2) the organization of the self-study work as an independent cognitive activity.

During our lessons, we teach students effective methods of working with different materials (for example, methods of remembering vocabulary or information) and various sources, rational planning time and learning activities, ability to record. It is necessary to develop and familiarize students with the same parameters of task evaluation. The student critically evaluates the results of his work. Comparing the results of self-esteem based on certain criteria and assessing the teacher will contribute to the formation of skills for adequate self-esteem. It also seems expedient to create educational materials as tools for self-management, which provide for the choice of students the volume and sequence of exercises, for example, to master one or another grammatical phenomenon. Possibility of choice means that the student himself determines how to effectively perform the tasks. Confirmation of the importance of self-study work the students must feel during classroom classes.

In conclusion, we could agree with some researchers, who highlight a role for the readiness for self-study in a foreign language which allows students to maintain and develop their continuous language education system, providing the opportunity to independently maintain and improve their linguistic level. The self-study work of students in a foreign language helps them to acquire knowledge, to master skills and abilities, to achieve practical language proficiency, which allows it to be used in everyday communication, professionally oriented communication, business speech, as well as in scientific work.

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*Оксана Кротач
(Володимир-Волинський, Україна)*

ВИВЧЕННЯ ДІЄСЛОВА У ПОЧАТКОВІЙ ШКОЛІ

У статті розглядається урок української мови в початкових класах як надзвичайно багатогранний процес педагогічної діяльності, найголовніше в ньому – єдність форми і змісту, реалізація цілей і завдань. Проаналізовано методіку вивчення часових форм дієслова у початкових класах. Також пропонується зразок конспекту уроку української мови.

Ключові слова: *урок, дієслово, часові форми, комунікативні здібності.*

The article deals with the lesson of the Ukrainian language in the elementary classes as an extremely multifaceted process of pedagogical activity, the most important of which is the unity of form and content, the realization of goals and objectives. The method of studying the time forms of the verb in the elementary classes is analyzed. A sample of the textbook lesson of the Ukrainian language is also available.

Key words: *lesson, verb, time forms, communicative abilities.*

Дієслово – складна граматична категорія. Основні завдання вивчення дієслова: 1. Сформувати в учнів початкове уявлення про дієслово як частину мови на основі смислових (називає дію та стан предмета) та граматичних ознак (число, час, особа; в реченні є головним членом).