

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
O. M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY
IN KHARKIV**

**REGIONAL ENGLISH LANGUAGE OFFICE, U.S. EMBASSY
IN UKRAINE**

TESOL-UKRAINE

CENTER OF FOREIGN LANGUAGES (NUUE)



THINKING GLOBALLY, TEACHING LOCALLY

**Book of Papers of the 2019 National TESOL-Ukraine
Convention**

April 9–10, 2019



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The benefits of profession specific competence development for prospective FL teachers are obvious. That is why, we point out the benefits for the trainees as FL learners.

First of all, profession-oriented questions and activities improve the trainees' motivation for learning the target language as these activities bring some novelty, creativity and challenge into the teaching-learning process, stimulate the trainees to express their opinions and increase STT (Student Talking Time). The trainees are genuinely interested and more active in participation with the teacher-student.

In addition, profession-oriented activities positively impact the ability of the trainees to learn. The students have to make more effort to learn phonetic, vocabulary and grammar material to design effective accuracy activities to present in class. Preparing pre-reading/listening and follow-up tasks to facilitate and check learners' comprehension of a reading/listening text requires the trainee's deep insight into the text itself: its linguistic characteristics, content and structure. As a result, the trainees increase the target language knowledge as well as enhance their accuracy and language skills.

Moreover, reflective practice is a significant factor in promoting lifelong learning. The trainees' self and peer reflection enables them to acquire a better understanding of their achievements, learning styles and strategies, study needs etc. Thus, they develop their study skills by selecting and applying effective individual study techniques.

To summarize, the development of the trainees' profession specific communicative competence throughout the undergraduate Practical English Course is beneficial not only for prospective FL teachers but also for FL learners.

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STEP BY STEP OF TEACHER ACTIONS IN THE FORMATION OF GRAMMATICAL SKILLS

To work on the formation of grammatical skills was more effective of teacher needs to follow a sequence of methodological actions;

1. Analysis of new grammatical phenomena in terms of identifying the associated difficulties with its formation, assimilation of values and functions.

2. Determination of the form of organization of familiarization with new grammar material (inductively, deductively).

3. Selection of supporting grammatical phenomena that can be exploited as **understanding** in the possession of new materials. It is necessary to pick up the **relevant material** with the bitterness of typical difficulties of the grammatical phenomenon (that is, to take into account its coincidence, partial **resemblance** or absence in the native language of students), the language experience of students, the nature of the gravity phenomenon in the plan of its **visual presentation**.

4. The choice of the most appropriate methodological approach to the study of grammar material for a particular contingent of students.

5. Selection of illustrative examples that most fully reflect the invariant meaning and distinctive features of this grammatical phenomenon, and their groupings to explain form, meaning and use.

6. Writing comments, explanations, rules of wording, descriptions - for material, which is explained deductively; questions, expected answers of students, final formulations - for material, which is explained by inductive or **reverse way**, choice of terminology [1, 37].

Writing texts with grammatical rules (descriptions) - one should proceed **from** the principles of functionality and communicativeness and refer to a **number** of requirements put forward to them.

During the process of linguistic grammar, the nature of the rules for every **assimilation** with the public of functional and formal difficulties and the **assimilation**, correlation with the students' language of the students, the **conditions** of automation is contained.

7. The choice of methodical techniques and exercises for the learning of the grammatical phenomenon. The choice of specific receptions and influences is **determined** by the following factors:

- the nature of the structure;
- the degree of coincidence of the value of this structure with the corresponding **in** the native language;
- the target instruction;
- the presence of students' speech experience;
- age-specific characteristics of students;
- the stage of training.

The following requirements are taken into account when compiling **traditional communication** and communication exercises:

- installation of exercises mimics the communicative task of the speaker and **directs** the expression in the desired functional direction.
- Motivated should be the speech effect itself and the inclusion of the **investigated structure** in it.

- Exercises provide multiple repetitions of the investigated form in the situational conditions.
 - Each phrase is communicatively valuable, the replica should be diverse and natural.
 - The content of the statements should be informative, interesting and significant for the students.
 - Exercises are based on the learned vocabulary and should not contain additional grammatical difficulties.
 - The sequence of exercises corresponds to the stages of the formation of grammatical skills [3,83].
8. Definition of the rules, control subjects and the choice of controlling influence.

Forms of control of grammatical skills can be oral and written, under the guidance of the teacher and with the help of the display, traditional and test.

The objects of control should be the skills and abilities of students to use the language as a means of communication practically.

The control should take a minimum amount of time and cover the maximum number of students. With this in mind, it is not recommended to involve new, unfamiliar types of tasks during the current control. It is worth using the exercises (tasks) that most adequately allow you to find out what the teacher really is interested in at this stage of study [4,57].

References:

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2. Panova L.S. Teaching a foreign language at school: A manual for teachers. - K., 1989. - 144 p.
3. Shteling D.A. Grammatical semantics of the English language. Human Factor in Language: Tutorial. M.: MGIMO.1996. -254p.

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PEER CHECK AND MAKING ESP CLASS STUDENT CENTERED

Teaching English means not only teaching the foreign language but providing tools for students to be successful in a highly competitive environment. Traditional teacher centered class gives way to a more democratic student centered one which makes all the parties involved reconsider their attitudes towards learning process.

The issue of shifting the focus from teacher to student was in the area of interest of many scholars including J. Dewey, J. Piaget, C. Rogers, who were