

Редакційна колегія:

Ільско Олена Львівна – кандидат філологічних наук, доцент, завідувач кафедри іноземних мов Харківського національного університету міського господарства імені О. М. Бекетова;

Цегельська Марина Валеріївна – кандидат філологічних наук, доцент кафедри англійської мови з методикою викладання Криворізького державного педагогічного університету;

Зубенко Світлана Олександрівна – кандидат філологічних наук, доцент кафедри іноземних мов Харківського національного університету міського господарства імені О. М. Бекетова

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Збірник тез доповідей Всеукраїнській конвенції TESOL-Україна “Мислимо глобально, викладаємо локально”, яка відбулася у Харкові 9–10 квітня 2019 р. У конвенції взяли участь понад 200 викладачів вищих і середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, лінгвометодики, комп’ютерної лінгвістики, лінгвометодики з впровадження новітніх інформаційних технологій, літературознавства тощо.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

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The collection includes Convention papers of the reports made at the Annual National TESOL-Ukraine Convention “Thinking Globally, Teaching Locally”, that took place in Kharkiv on April 9–10, 2019. More than 200 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, ELT methodology, CALL, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

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THE IMPORTANCE OF REFLECTIVE LEARNING IN TEACHING FOREIGN LANGUAGE

Reflective teaching and learning is very important in qualitative effective art of education. Without reflection both teachers and students become only the "transmitters" of the contents. They do not develop integrally. That is why teachers are challenged if they treat the contents transmitted to students as the factors developing the whole personality.

Reflective teaching is a practice that involves learning how to become a more engaging teacher by learning from your environment. Being able to reflect on what things work and what things don't help you to improve as a teacher. Reflective teaching practices include being able to learn from your students, co-workers and even yourself.

Many teachers do this by getting feedback from students. It may be as simple as asking the students their thoughts on the lesson, or as elaborate as sending out surveys to parents and students via Google forms. It is important to have this type of feedback because it can help guide you on what you need to improve on and what you are already doing well. Thus, without reflection and reflective techniques used in work we cannot develop.

Another way to practice reflective teaching is to keep track of your day in class. Some teachers write down things in a notebook to help them remember certain things that happened during a lesson. Others write blogs that can be used to share thoughts and insights on what worked well and what did not work in a lesson. You could also keep a private blog that will give you a space to confidentially reflect your thoughts. Another way to record your thoughts is through a video blog. By taking a video recording of you, you can set goals for the upcoming week and reflect on those goals at the end of the week.

While teaching can be incredibly time-consuming, it is worth dedicating some of that time to use reflective teaching practices will help you sort out your thoughts and improve as a teacher. Being able to know what works effectively may save you time in the future. Reflective teaching can be an effective way to improve as a teacher and help your students learn successfully.

What does a Reflective Teacher do? He solves problems in the classroom, is aware of the assumptions he or she brings to teaching, understands the institutional and cultural context of his or her teaching, participates in curriculum development and school change and seeks professional development opportunities.

Reflective learning is a way of allowing students to step back from their learning experience to help them develop critical thinking skills and improve on future performance by analyzing their experience. This type of learning, which helps move the student from surface to deep learning, can include a range of

activities, including self-review, peer review, and Personal Development Planning.

When you are in front of the classroom, the first things that come to mind are generally about how to get through the lesson at hand or what is coming up next. However, without the student in the classroom, the teacher would not have a reason to be there. Student-centered learning is one of the foundations of modern educational theory and practice. One of the best methods for developing your reflective understanding is to ask for student feedback and use that information to create better lesson plans in the future. This feedback can come from a wide variety of sources, such as the students' families or other teachers.

As far as you know, lectures are good for sharing information. But they are not good for learning and getting listeners to think. They give only 5 % of the material perception. The participants are only passive listeners. They are good for getting listeners to remember and apply the information they hear as well. An audience discussion method gives us about 50 % of perception and of course they are more effective for learning than the lecture. This method allows the participants to share their thoughts, impressions and feelings on a definite topic. Such discussions can lead the participants to making their own conclusions on the basis of the opinion of others. Every participant has a possibility to share their opinion with each other and this helps to change or recollect their views. Discussion is more constructive when the class is divided into groups of about 6-8 people.

If the goal of a lecture is audience learning and retention, then the lecture needs to be modified. The main rules which are necessary to keep while you are planning the discussions are:

- to formulate the questions/tasks;
- to set timing;
- to fix/write down all propositions which come from the participants;
- don't criticize and evaluate expressed thoughts or opinions.

Here is another method to infuse lectures with life-saving, thought-provoking discussion that increases learning and retention. Buzz Groups are small groups of two to six people that discuss a specific topic, especially that of a lecture. They can be used several times for short periods within a specific education program.

When used within the typical classroom seating, participants in alternating rows turn around to face those in a row behind them. If the room is a terraced theater, have groups of two or three members in the same row discuss the issues or problems. If someone or a pair is left alone at a table, have them join another group.

The term "buzz" refers to the noise or buzz of the room as people discuss a topic during a program. If the topic is controversial or people have lots of emotion and energy around the topic, smaller groups work better. This allows