

GLOBAL ENGLISH – GLOBAL DECISIONS

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appropriate at certain times and in certain places. Second, we can seek to make ourselves as clear as possible by selecting words with meaning for our listeners, taking account of their educational level and the sublanguages they understand [2].

We all have our own meanings for words. When engaging in communication, however, we have to be concerned with how others will react to the words we use. We have to consider the possible meanings they may have for our words.

In order to accomplish this, you must make an honest effort to get to know the people with whom you interact. It is very important in business communication. Become familiar with how their background could cause them to respond to certain words or phrases with hostility, anger, approval, or joy. Remember that your ability to communicate effectively with someone else can be affected – either positively or adversely-by the words you use.

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USING EFFECTIVE METHODS OF LEARNING ENGLISH IN MULTICULTURAL CLASSROOM

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Each time we teach a course, it is essentially a new ballgame. The content changes over time, our students change, and we change. The complex dynamics involved in the processes of teaching and learning take on new layers of meaning when we stop to consider the ways in which we are similar as well as different from one another.

Every classroom is a cultural community reflective of the disciplines and perspectives studied the authors, the students, and the professor. One can argue that successful learning requires an intercultural approach where students are responsible for listening (and reading and experiencing) to understand--both the perspectives of others (peers, authors, faculty) and for understanding their own perspectives and how they acquired them. Students can come to understand that learning is about the generation, mutual reflection, and critiquing and expanding of ideas and concepts, and that this is most effectively done in a collaborative and non-competitive environment.

One effective approach to this challenge is to attend to the variety of learning styles in any college classroom. Understanding multiple learning styles allows one to focus on individual students' own learning styles; sub-groups within a classroom community; and the class as a learning community.

Even in the most transformed classes, however, faculty are often unaware of the variety of pedagogies that can produce enhanced learning for students and faculty and that can facilitate growth in intellectual complexity and capacity. One useful resource is the analysis of learning styles by David Kolb. He suggests a four-step model of learning--a movement through four phases: concrete experience, reflective observation, abstract conceptualization, and active experimentation. To this model, we would add parallel concepts drawn from the work of Patricia Hill Collins. Collins suggests a pattern of learning from one's own daily concrete experience and then moving to an expanded consciousness of multiple perspectives, and finally to effective social action that makes use of knowledge in collaborative efforts to create a more equitable society.

Each of these phases in the learning cycle is associated with particular "ways of knowing" and of constructing judgments. It is important to remember, however, that Kolb theorized four distinct, but interrelated, learning strategies. He suggests that learning is not complete unless students, in effect, "go around the learning phases" and see the connections among experience, reflection, theory, and practical applications. It is crucial that they see ultimately how they might put knowledge into action. The same point applies to my Hill Collins adaptation of the Kolb model.

Teachers can make students explicitly aware of how they and others learn; they can discuss strengths and weaknesses in various learning methods. Teachers can help students to develop capacities in all four learning styles regardless of individual preferences for some styles over others. How can understanding of learning styles contribute to effective teaching in the multicultural classroom in particular?

Students can take a "Learning Styles Inventory" and study their own individual results as well as a class summary that indicates where all members of the learning community are located in this model. Using this device, students can reflect on such concepts as "the dominant culture" and its influence; on the existence of "minority cultures" within a larger culture; on similarities and clashes between and among cultures; and on the necessity to use multiple learning methods to achieve a more complete understanding of complex problems.

Students can also learn that there are patterns of values, speech, preferences, and behaviors associated with different cultures, and they can learn that there are as many differences within cultural groups as there are across different cultures. This helps students to break down cultural stereotypes in the society as a whole.

Using these methods, students learn that they each may have a unique learning pattern and this realization of their own "multiple subjectivities" can help them to understand the multiple and interlocking identities in the people and groups around them. The classroom then becomes a living laboratory for negotiating individual and group differences as well as for negotiating ideas about the content and concepts of the class. Not all negotiations are easy, but the work to listen and to learn across both similarities and differences can only produce better and more effective learning for all students in the multicultural world.

References

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4. The Learning Styles Inventory Users Guide are both available through Hay/McBer, 116 Huntington Avenue, Boston, Mass. 02116; 617/437-7080.

MODERN TRENDS IN PRESCHOOL EDUCATION

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Nowadays there is a strong necessity of preschool educators to be aware of not only modern educational technologies but also the set of correctional methods due to the fact that present research indicates the great number of children with different disabilities like autism, diabetes or so.

Moreover today we face the phenomenon of "younger diseases", that is why it is strongly required to organize rehabilitating events at kindergartens and to pay special attention to this during the professional training of future preschool educators.

One more key trend in this sphere today is the need for forming life competencies of preschool children. It is recommended to develop child's life social experience and to prepare future educators for that as well.

The problem also is in poor speaking skills of modern educators and as the consequence the worsening of that phenomenon in children's development. Modern curricula for faculties of preschool education do not imply any subjects either core or optional that are connected with culture studies. The excessive e-communication results in vague public speaking skills of youngsters.

Already traditional is the trend for using ICT in all layers of education. It concerns preschoolers as well. Curricula are rich for subjects on computer studies and Internet technologies.

Today we also face the lessened interest to folk traditions and ethnic heritage. Tutors, who do not have a clue about customs, are unable to bring up culturally equipped generation. This fact needs great attention of governmental bodies.

The separate branch of mentioned issue is work with children with special needs, beginning with those who have different types of disabilities and finishing it all up with children who are geniuses. Still there are certain gaps in the system of development and education of such children.