Методика викладання у вищій школі

Methodology of teaching in higher school

DIRECT CONTROL OBJECTS OVER THE STUDY OF A FOREIGN LANGUAGE IN EDUCATIONAL INSTITUTIONS SUCH AS NON-PHILOLOGICAL HIGHER EDUCATIONAL ESTABLISHMENTS

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БЕЗПОСЕРЕДНІ ОБ'ЄКТИ КОНТРОЛЮ ЗА ВИВЧЕННЯМ ІНОЗЕМНОЇ МОВИ В НАВЧАЛЬНИХ ЗАКЛАДАХ ТИПУ НЕМОВНИХ ВНЗ

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Томка Инна, Запоточная Лариса. Непосредственные объекты контроля при обучении иностранному языку в учебных заведениях типа неязыковых ВУЗах. Для овладения иностранным языком студентам неязыковых вузов необходимо оперировать отдельными лексическими единицами, грамматическими моделями, знать основные правила чтения и произношения терминоединиц. **Цель исследования** заключается в выборе наиболее оптимальных моделей, конструкций, методик в овладении иностранным языком в неязыковых вузах. **Объектами исследования** являются четыре основных умения (слушание, говорение, чтение и письмо) как составляющие единого целого акта коммуникации. Для студентов неязыковых вузов на I –II этапах обучения умение читать на иностранном языке, т.е. получать информацию из печатного текста, является самым важным результатом изучения этого предмета. **Методами** исследования являются описательный, сравнительный. **Научная новизна.** Так как основной целью формирования речевых умений на иностранном языке в медицинском вузе является обеспечение коммуникации в довольно ограниченной сфере деятельности, то и объектами контроля должны выступать те параметры речевых умений, которые определяют коммуникабельность речевой деятельности в этой области.

Ключевые слова: *объекты контроля, иностранный язык, навыки, речевое умение, слушание, говорение, чтение, письмо, коммуникация, неязыковой вуз.*

Topicality. The present day reality shows the international relations expansion of Ukraine and its integration into the world community. Under such conditions, more and more attention has paid to the study of foreign languages, as it applies to all spheres of life where foreign languages are the key to the development of international relations, the holding of scientific conferences, the cultural exchange between representatives of different countries and the exchange of information.

The significance of foreign language skills can hardly be overestimated today, as evidenced by the following international events: 2016 was declared the year of English, 2017 was the year of German, and the XXI century is called the Polyglots' Century by UNESCO, which means that knowledge of foreign languages is an indispensable prerequisite for the development of education in modern society.

Education reform poses increased demands on the measurement of knowledge, skills and abilities of student youth in modern conditions. The introduction of a thematic system of knowledge and skills accounting sets the task before the teacher, in addition to traditional forms of checking the results of learning activities, to practice more and written forms of control. The problem of evaluation is primarily due to the fact that the control should be objective and give full information about the results of the educational process. Consequently, it is necessary to search for modern methods and means of accounting and evaluation of knowledge and skills.

Historiography. The study of the subject of our study was devoted to the work of such scholars as Tsvetkova Z.M.[1], Artemova V.A.[2], Lado R.[3], Bennet I.A.[4], Galperin P.Ya.[5], Sklyarenko N.K.[6]

The practical orientation of teaching a foreign language defines both methods and objects of control in checking the knowledge, skills and abilities of students. The theory of teaching methods should determine the optimal forms and methods of checking not only knowledge but also the skills and abilities of students. However, this issue hasn't been resolved yet. Control is so closely associated with the content of learning that for many years in a number of tech-

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[1] Tsvetkova Z. M. "Nekotorie voprosi kontrolya i ucheta" [Some Issues of Control and Accounting], *"Ynostrannye yaziky v shkole" [Foreign languages at school],* M., 1957, № 4, P. 79.

[2] Artemov V. A. Psykholohyya obuchenyya ynostrannym yazukam [Psychology of teaching foreing languages], M., 1968, P. 149.

[3] Robert Lado. Movne testuvannya [Language testing], N'yu York, 1964, P. 276

[4] Bennet V.A. Aspekty movy ta navchannya movy [Aspects of language and language teaching], Kembridzh, 1968, P. 97.

[5] Hal'peryn P. Ya. Osnovnye rezul'tatu yssledovanyy po probleme formyrovanyya umstvennukh deystvyy u ponyatyy [The main results of investigations on the problem of cognitive action formation in notion], M., 1963, P. 10.

[6] Sklyarenko N.K. Typolohiya vprav dlya navchannya dilovoho spilkuvannya ta suchasni vymohy do nykh. Navchannya dilovoyi anhliys'koyi movy u Skhidniy Yevropi: dlya choho i yak? [Teaching Business English in Eastern Europe: Why and How?], Mizhnarodna naukova konferentsiya: Нові горизонти та перспективи філологічної науки та педагогічної практики: tezy dopovidey, Dnipropetrovs'k, 2004, P. 23.

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niques this question was not discussed[7], in other textbooks in methodology[8], this problem was discussed to certain extent, but not properly developed. In 1957 Z. M. Tsvetkova noted that although the control and accounting of knowledge is a very important part of the study, the method of their conduct in a foreign language is very poorly developed[9]. Published articles covered the organization of students' knowledge control of certain types of speech activity[10], complex study in all types of speech activity[11], in connection with the application of new methods for identifying students' knowledge and problems of programmed learning[12].

In the collective monograph "The general methodology of teaching foreign languages in high school"[13] there are some methods of control organization in secondary school. However, neither the listed articles nor the above work do not systematize the most effective methods of control that do not elaborate the question of objective indicators for each stage of study, do not offer evaluation criteria. With regard to works that highlight the problem of accounting for knowledge, skills and abilities in non-philological higher education institutions, their list is even more limited. Magazine articles devoted to this question mainly describe the methods of tracking the success of a foreign language related to the use of educational machines. The track record of success depends on the degree and purpose of training. V.A. Artemov[14] believes that the purpose of teaching foreign languages determines the process of learning in terms of the program, the installation and relations between a student and a teacher. Depending on the purpose and degree of education, the correlation between control of students' knowledge and skills is also changing.

R. Lado[15] fairly criticizes the compilers of the tests that they are more concerned with how to conduct tests, rather than with linguistic testing problems. Frequently discussed questions are: Should I use the translation while controlling knowledge? Is it easier to conduct objective tests than other types of controls? Are they motivated? How is it possible to control productive skills? Such questions become of great importance: Do we want to see the degree of the ability to understand the spoken language, and do we know what this ability involves? Then the following questions are: Does the translator check the ability to perceive the language by hearing, to what extent is it economical? Etc.

Therefore, one cannot solve the problem of control, without defining speech skills. Defining speech skills indicators is necessary to identify control objects. At the same time, before starting to consider the objects of control in teaching foreign languages, it is necessary to briefly define what includes the learning process of foreign languages and, therefore, what needs to be controlled. The general purpose of teaching foreign languages is to practice language proficiency. However, private goals differ in educational institutions of different types. Non-philological higher education institutions acquire their own specifics. Universities prepare their students directly for practical activities but from different specialties, so preparing students to use knowledge of a foreign language in connection with the future specialty acquires a professional orientation. The foreign language program for medical universities considers this discipline as an independent course, the main task of which is to provide future specialists in various fields of science and technology with practical knowledge of a foreign language to the extent necessary for the use of language knowledge in their productive activities.

As a matter of fact, the task is to prepare future doctors to read articles on the specialty for obtaining scientific and medical information, compilation of abstracts and annotations on medical literature in a foreign language. This, in our opinion, is the main goal of teaching a foreign language in non- non-philological higher education institutions. In addition, a future specialist needs to develop the ability to use oral communication to exchange scientific and professional information with foreign specialists in the field of their specialty at meetings, conferences and seminars.

It is clear that the students' goals of non- non-philological higher education institutions in terms of mastering a foreign language imply that different types of speech activity should be monitored. To master these types of speech activity it is necessary that students know particular lexical units, grammatical models, rules of reading. Not having a sufficient lexical minimum and not being able to correctly construct sentences, a person learning a foreign language can't use it as a means of communication (written and oral). Acquiring knowledge, skills and abilities of a foreign language is in close interconnection.

Despite all the alternatives, we consider four basic skills (listening, speaking, reading, and writing) as components of a single, entire communication act. However, in order to more differentiated control of certain knowledge, skills and abilities, in order to be able to timely eliminate defects in the mastering of any material or mastering any skill or understanding, we consider it appropriate to carry out not only complex control, but also control of individual objects assimilation at each given stage. As you can see, testing of speech skills can be the subject of final examination (final examinations at school, exam in non-philological higher education institutions). In this case, the teacher sees whether he has achieved the common goal set before him. In the process of training we should control not only the ability to operate the linguistic material in the situation of communication, but also the course and degree of assimilation of

[7] Tsetlyn V. S. Metodyka prepodavannya frantsuzskoho yazyka [Methods of teaching French], M., 1950, P. 60

[8] Rakhmanov Y. V. Metodycheskye ukazannya o prepodavanny ynostrannykh yazykov [Methodical instructions on the teaching of foreign languages.], M., 1945, P. 121

[9] Tsvetkova Z. M. "Nekotorie voprosi kontrolya i ucheta" [Some Issues of Control and Accounting], *"Ynostrannye yaziky v shkole" [Foreign languages at school]*, M., 1957, № 4, P. 79.

[10] Antonova Y. Y., Fylyasova L. A. "Proverka rechevykh umenyy y navykov v protsesse raboty nad ykh razvytyem" [Verification of speech skills in the process of working on their development], *«Ynostrannye yazyky v shkole» [Foreign languages at school]*, M., 1961, N. 3, P. 61.

[11] Shyrokov E. D. "Dyfferentsyrovannyy uchet znanyy navykov po nemetskomu yazyku" [Differential accounting of knowledge and skills in German], *«Ynostrannye yazyky v shkole» [Foreign languages at school]*, M., 1961, N. 3, P.70.

[12] Volodyn N. V. "Metodyka obratnoy svyazy" [Feedback method], *Ynostrannye yazyky v shkole, [Foreign languages at school]*, M., 1964, N. 4, P. 39.

[13] Zahal'ni metody navchannya inozemnoyu movoyu u shkoli ["General teaching methods for foreign languages in high school"], M., 1967, P. 24

[14] Artemov V. A. Psykholohyya obuchennya ynostrannym yazykam [Psychology of teaching foreing languages], M., Просвещение, 1968, P. 149.

[15] Robert Lado. Movne testuvannya [Language testing], N'yu York, 1964.

the corresponding linguistic material, without which this ability can't be realized. This approach ensures detection of gaps in students' possession of lexical material, the degree of its readiness for updating during all stages of training, in the process of formation of skills. In our opinion, controlling the language skills, it is necessary to check not only the skill, but also its components. U. A. Bennett[16] offers a scheme of speech skills that can act as an object of control when testing the proficiency of a foreign language. The basis of the scheme is the various combinations of the seven components: the stimulus (S), the reaction (R), written reaction (W), expressed in speech (S), expressed by the situation (Sit), the native language (L_1), the foreign language (L_2):

I. Pronunciation (Speech)

A. Fast Speech (Continuous) (Sustained Speech):

1. In the real or depictured situation Ssit - R_3L_2;

2. Oral expression of something written; Sw; (L_1) (L_2) - R_s;

3. Discussion of the statement (S_s (L_1) (L_2) - R_SL_2.

B. Conversation:

1. In the real or depicted situation S_{Sit} - R_SL_2;

2. Discussion of something written S_w (L_1) (L_2) - R_s L_2;

3. Dialogue.

II. Listening and Oral Comprehension:

1. Listening (Resultant Activity) S_s L_2 - R_{sit};

2. Written Summary of Listening Activity (Written Summary) S_sL_2 - R_w (L_1) (L_2);

3. Oral Summary RsL2 - RS (L_1) (L_2);

4. Answer questions:

a) the student's answer (Constructed response) S_SL_2 - Rs W (L_1) (L_2);

b) selecting one option from a proposed series (Multiple choice) S_SL_2-R (L_1) (L_2).

III. Writing:

1. In the real or depicted situation S_{Sit} - R_w L_2;

2. Writing a narration based on notes or completing a narrative (S_wL_2 - R_WL_2;

3. Critical analysis, essay (based on a written text), S_w, L_2 - R_wL_2;

4. Summary of the listened material, description or narration S, L_2 - R_w L_2.

IV. Reading SL_2 - R_{sit}:

1. Self-reading (Resultant Activity);

2. Written Summary S_S, L_2-R_w, (L_1) (L_2);

3. Oral Summary S_wL_2 - R_S (L_1) (L_2).

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Bennet proposes to include these skills in order to determine the general preparedness of students. For students of a non-philological higher educational institution all these skills are not obligatory, as in the limited period of studying a foreign language, we can only impose limited requirements.

For students of non-philological high schools in the I-II stages of learning the ability to read, that is, to receive information from the printed text, is the most important result of studying this subject. The perception of speech on hearing also seems to be one of the basic skills in learning a foreign language in general and in a medical university in particular, since it enables the future doctors to use not only written but also oral information on the required specialty. As to the

writing in a foreign language, students of medical universities are offered limited requirements, which are reduced to the ability to make an annotation to the course work, a diploma in a foreign language. Speaking a foreign language for students of a medical institution includes the ability to answer questions and make brief reports on the topics studied.

It should be noted that skills depend on the aspect of speech activity. In pedagogy the skill refers to the knowledge and practice based on the readiness of a person to successfully carry out certain activities[17]. There are as many skills as many various specific types of human activities. Skills in the field of speech activity are a kind of mental activity, and as any human actions, have certain parameters.

P.Ya. Galperin[18], speaking about the basic parameters of human action, believes that the action always has one or another degree of generalization, is carried out with different completeness of operations and with varying degrees of development. These indicators are the constant properties of human action, and, since they have different degrees, they are considered to be the main parameters. By combining certain indicators of these parameters, other properties of action are obtained, and among them such important ones as wisdom, consciousness, etc. Instead, these parameters help to understand the variety of properties of human action, establish their relationship and outline the ways of forming the desired properties and the way of their control. Undoubtedly, human activity consists of a number of different actions. Therefore, language skills also consist of a number of private skills, which should be subject to control when checking students' knowledge. In addition, from our point of view, the nature of personal skills, which should become a special object of control, is determined by the main goal of forming this complex skill. Consequently, since the main purpose of forming speech skills in a foreign language is to provide communication in a rather limited area of activity, the objects of control should be those parameters of speech skills that determine the communicative nature of speech activity in this field.

From this perspective, we'll try to formulate a list of skills that determine the communicative nature of each type of speech activity.

A) When checking abilities in reading aloud in non-philological higher educational establishments are controlled:

1) the pace of reading; 2) intonation, which provides a distinction between the communicative purpose of the statement; 3) rhythm and logical reading of the text, which provide a degree of comprehension of reading and perception of the text; 4) the degree of normativity of the pronunciation of individual sounds; 5) correct pronunciation of the corresponding letter combinations.

B) Silent reading includes: 1) checking understanding of the general contents of the reading material; 2) the number of information units that the learner can extract from the text; 3) the time taken to receive information from the text; 4) the degree of adequacy of the elaborated information.

In the non-philological universities in order to determine the ability of silent reading understanding of particu-

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[16] Bennet V.A. Aspekty movy ta navchannya movy [Aspects of language and language teaching], Kembridzh, 1968, P. 97.

[17] Psykholohiya [Psychology], K., 1968, P. 434.

[18] Hal'peryn P. Ya. Osnovnye rezul'taty yssledovanyy po probleme formyrovanyya umstvennykh deystvyy y ponyatyy [The main results of research on the problem of the formation of mental actions and concepts], M., 1963, P. 10.

lar sentence fragments, then understanding of passages (main idea, details, sequence of events) is controlled, and finally, control of ability to conclude, make abstract, summary of reading.

B) While checking the speech perception, the subjects to control are:

1) understanding the language of different pace; 2) understanding of a language of different durations of sound; 3) understanding the language of different people; 4) understanding language perceived from the technical equipment; 5) the degree of adequacy of the information that is being extracted.

G) When speaking is controlled several parameters are taken into account: 1) correct pronunciation of sounds in a foreign language; 2) the intonation and rhythm of the speaker; 3) the correctness of use of grammatical models; 4) speed of speech; 5) the correctness of use of lexical material and the degree of idiomatic language.

Dialogue speech takes into account the understanding of the interlocutor.

D) In checking the written expression of thoughts in a foreign language, the following should be taken into account: 1) the number of units of information; 2) communicative value; 3) knowledge of grammatical models; 4) knowledge of the meaning of words; 5) spelling knowledge of words.

The control of each skill indirectly involves controlling the acquisition of relevant knowledge: 1) grammatical models; 2) vocabulary; 3) pronunciation; 4) the rules of reading.

As for the control, in addition to the teacher's control, there is also mutual control and self-control. During the study, direct control is used, as well as selective control by the teacher[19].

Communicative training exercises should contain: an obligatory three-component structure (task, task execution and task control)[20].

Consequently, in addition to other factors, skills in the non- philological higher educational establishments serve as direct control objects, and knowledge becomes objects of control indirectly, manifesting themselves in appropriate skills. The different nature of knowledge determines the different nature of their allocation. If knowledge expresses the ability to give a verbal definition of the phenomenon, then knowledge of vocabulary is checked directly in perception and making of statements, knowledge of other aspects of speech - indirectly through the appropriate skill.

At the same time, both skills and knowledge have qualitative parameters. In modern didactics, knowledge is characterized by such parameters as the degree of awareness (how comprehensible the rule is), the completeness (whether the rule is fully understood), the strength (to what extent the rule after learning is stored in memory). It should also be noted that all these parameters can help to measure the quality of mastering.

Many researchers notice that the character of the linguistic material, which is chosen to test the mastering of this or that skill, is determined by: a) the microlanguage of the subject under study, b) the degree of learning, c) the aspect of speech activity. Numerous studies have shown that to check spoken language students are offered conversation language, while checking the ability to understand the reading material, they are offered abstracts of speech in a neutral style and in the scientific and technical style according to students' specialty and related specialties, etc. However, the large number and variety of linguistic material for comprehension raises the question of a special selection of material units for control.

R. Lado and his followers, other methodologists suggest testing the most difficult-to-learn phenomena. Lado insists on conducting a double linguistic analysis (analysis of the forms of a foreign language that is to be tested, and a corresponding analysis of the mother tongue of the subjects) before the tests are made. Difficulties in learning a foreign language arise not in the study of such structures, but in the study of the opposite. It is these structures that should be tested.

Of course, medical lexical material for students should be carefully selected and checked, but from our point of view, control, as well as study, should generally be subjected to the most commonly used language phenomena, depending on the type of speech activity, that is, the criterion for the selection of linguistic material for control there should be a degree of prevalence of this linguistic phenomenon in this aspect of speech activity. If the subject of control, for example, is a skill in the field of spoken language, then the linguistic material that is selected to test this skill must contain the most common oral communication forms of this microstructure, lexical units, grammatical models, etc.

The quality of education is directly related to the assessment system of a student, a teacher, an educational institution. The more objective the assessment will be, the more qualitative education we get, therefore, there is a search for qualitative means, methods and technologies for assessing educational processes that are correlated with international standards[21].

Conclusions. Summarizing the foregoing, we can draw the following conclusions:

1. The basis for the selection of control objects in the practical training of a foreign language should be put in a system of actions that is part of the complex language skills, which is the purpose of training at this stage and in this educational institution.

2. Knowledge of linguistic material is not controlled directly through the reproduction of verbal definitions of rules or words, but indirectly, through skill testing.

3. The basis for the selection of linguistic material for speech skills control should be the degree of prevalence of this linguistic phenomenon in the relevant aspect of linguistic activity.

Томка Інна, Запоточна Лариса. Безпосередні об'єкти контролю за вивченням іноземної мови в навчальних закладах типу немовних ВНЗ. Мета дослідження. Теорія методів навчання повинна визначати оптимальні форми і прийоми

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[19] Metodyka formuvannya profesiyno oriyentovanoyi inshomovnoyi kompetentnosti u studentiv medychnykh ta farmatsevtychnykh vyshiv Ukrayiny v umovakh s'ohodennya: dosvid, problemy, innovatsiyi [The method of formation of professionally oriented foreign language competence of students of medical and pharmaceutical universities of Ukraine in the present conditions: experience, problems, innovations], Materialy seminaru-narady zaviduvachiv odnoprofil'nykh kafedr inozemnykh ta latyns'koyi mov medychnykh vyshiv Ukrayiny (5-6 zhovtnya 2017, Chernivtsi), Chernivtsi, BDMU, 2017, P. 7.

[20] Sklyarenko N.K. Typolohiya vprav dlya navchannya…, op. cit., P. 23.

[21] Psykholohiya [Psychology], K., 1968, P. 434.

перевірки не тільки знань, але також навичок і умінь учнів. Не можна приступити до проблеми контролю, не визначивши мовленнєвих умінь. Визначення показників мовленнєвих умінь необхідно для виявлення об'єктів контролю. З цілей, які стоять перед студентами немовних вузів в плані оволодіння іноземною мовою, випливає, що контролювати слід різні види мовленнєвої діяльності. Для оволодіння цими видами мовленнєвої діяльності необхідно, щоб учні володіли окремими лексичними одиницями, граматичними моделями, правилами читання. **Методи дослідження,** якими послуговувалися у процесі дослідження: описовий, порівняльний.

Наукова новизна. Ми розглядаємо чотири основних вміння (слухання, говоріння, читання і письмо) як складові єдиного цілого акту комунікації. У процесі ж навчання ми повинні робити об'єктами контролю не тільки вміння оперувати мовним матеріалом в ситуації спілкування, але й хід і ступінь засвоєння відповідного мовного матеріалу, без якого це уміння не може бути реалізовано. На нашу думку, контролюючи мовні вміння, слід перевіряти не тільки саме вміння, а й його складові.

Для студентів немовних вузів на I-II етапах навчання вміння читати іноземною мовою, тобто отримувати інформацію з друкованого тексту, є найважливішим результатом вивчення цього предмета.

Висновки. Оскільки основною метою формування мовленнєвих умінь іноземною мовою у медичному вузі є забезпечення комунікації в досить обмеженій сфері діяльності, то її об'єктами контролю повинні виступати ті параметри мовленнєвих умінь, які визначають комунікабельність мовної діяльності в цій галузі.

Якщо об'єктом контролю, наприклад, є вміння в області усного мовлення, то мовний матеріал, який обирається для перевірки цього вміння, повинен містити найбільш поширені в усній формі спілкування даної мікромовної конструкції, лексичні одиниці, граматичні моделі тощо.

Інна Томка – старший викладач кафедри іноземних мов Буковинського державного медичного університету, виконавець планової НДР кафедри, автор міжнародних та вітчизняних наукових та навчально-методичних публікацій. Коло наукових інтересів: власні назви у медичній термінології, галузеві терміносистеми.

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