

CONVERSATIONAL ROUTINES IN ORAL AND WRITTEN SPEECH

V. HÖPPNEROVÁ

Abstract. *Conversational routines are an important and fixed part of not only spoken, but also written communication. They are repeated standing in certain situations of everyday live. We produce them automatically from the memory. We use them for greeting, excusing, presentation, complaint, we express with them our request or demand, our thanks and so on. Also our emotions are expressed by conversational routines: joy, doubt, anger, distrust, warning and further more. The most important performance of the conversational routines is their communicative function in interaction. For the communicative oriented teaching process they are very important. We must learn und practice them, if we want to communicate adequate and expected in certain type of situations, because these routines are different in different languages. Native speakers appreciate their knowledge and the foreign speaker finds easier contact to them.*

Conversational routines belong like the other phraseological phenomena to different language styles. There are formal, colloquial, expressive and other routines and it is important to choose the appropriate style, otherwise we can evoke negative emotions.

As the whole vocabulary the conversational routines are continual changing. Some of them differ in different territories. At the end they are described concerning their semantics and syntax and their communicative function. There are full-idiomatic, part-idiomatic and non-idiomatic routines. In different situations and contexts the conversational routines can they change the meaning. They are also very different concerning their syntax. They can have the form of one word, incomplete sentences and complete sentences as well, but some part of these sentences can vary.

Conversational routines belong to the wide and various system of phraseological phenomena in spite of the fact, that some of them have form of one word.

Keywords: *communicative expressions, the bulk of the vocabulary, communicative partner, phraseological system, oral and written communication*

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USE OF VIDEO AND AUDIO MATERIALS IN FOREIGN LANGUAGE CLASSES AT THE CONSTRUCTION AND DESIGN FACULTY IN NON-LINGUISTIC UNIVERSITIES OF UKRAINE

O. G. PONOMARENKO, PhD in Pedagogy, Associate Professor,

*E-mail:*kseniaponomar74@gmail.com

ORCID: 0000-0002-6672-818X

A. V. NAIDONOVA, PhD in Pedagogy, Associate Professor,

National University of Life and Environmental Sciences of Ukraine

*E-mail:*polilanguage@meta.ua

ORCID: 0000-0002-4244-7519

Abstract. *The article deals with the use of video and audio materials in foreign language classes at the technical faculty and its efficiency in teaching students themes of professional direction; formation of vocational guidance of future specialists based on watching videos and listening to audio materials. The system of training of qualified*

specialists with knowledge of foreign language is the main task of the professional and practical education.

Using audio and video materials at the classes of foreign language allows to maintain a students' keen interest in the study of language and to avoid the monotony that can sometimes occur in the classroom for oral practice in the course of the study technical subjects, students are offered a large amount of lexical material.

The main condition of an effective choice of profession and place of work is the satisfaction of the person's own choice. Success comes if the youth is well prepared for the specific work, has similar life orientations and, undoubtedly, one of the requirements is knowledge of a foreign language. In addition, there is big failure of job prospective when a choice of profession is unconscious. Well-planned and well-organized educational process with using of all modern technologies and methods of studying foreign language is increasingly important to improve career guidance for young people on their technical material. So, knowledge of a foreign language helps them broad their outlook in their prospective.

Keywords: *foreign language, profession, information technologies, communication, educational institution*

Introduction. Integrated higher Education is not just knowledge of the subject areas of the curriculum, but also self-learning skills that are necessary for effective implementation in labor area, particularly provided in National University of life and environmental sciences of Ukraine (NULES).

Vocational education in NULES of Ukraine plays a key role in the process of achieving social mobility of youth and labor market development, promotion of modern transformative processes in modern educational system.

Since the curriculum of foreign language is an integrative part of the university curriculum, it is closely connected with other academic disciplines. So the learning of foreign language is not carried out systematically, but planned for the entire term of their learning. This particularity provides a consistent implementation of coordinated actions between teachers, educational institution administration, parents and relevant organizations and enterprises. Also the co-operation is based on differentiable approach in the process of students' professional self-management with the use of a number of the traditional innovative forms and methods.

The objectives of this study are as follows: to identify the use of information and communicative technologies in the process of studying a foreign language at the technical faculty at all stages of students' development; to define the most efficient methods of teaching English to help students be confident in future professional activity.

The analysis of scientific and Internet a resource, academic training curriculums approves the fact that teachers use almost identical methods and forms in teaching process at all age- stages in high schools.

Recent researches and publications devoted to the use of informative-communicative technologies in the process of studying a foreign language let us state that it is studied by different specialists such as (Korneliuk, 2003) described the main methods of teaching English with video materials, (Pavlichenko, 2003) focused on intensification and optimization of teaching English in terms of secondary schools, (Tukalo, 2006) stated that multymedia education system was a new methodologic method of interactive training, (Fylypenko, 2009) considered new modern and innovative approaches of teaching English for students, (Schannikova, 2008) analysed features of the application of the multimedia technology on the lessons of foreign language and others.

Problem of teaching professional English in non-linguistic institutions. So teaching methods and forms are the ways of a collective cooperation between teachers and students, aimed to achieve a particular goal in particular training of the students to further professional self-determination. Choosing the teaching methods it is necessary to take into account the peculiarities of the content and methods of training lessons at different levels and age stages of educational activities, the time dedicated to the implementation of the set educational objectives, age peculiarities of the students' development, the level of their abilities, education, material and technical base of an educational establishment, theoretical, practical and methodical preparation of a teacher. Learning a foreign language it is possible to identify the following methods: the method of translation, direct-linguistic, audio, audio-visual, communicative, suggestive, group "silent" methods and others. It is believed that the choice of correct methods depends on the object, aim of the lesson and its contents, as well as the level of students' knowledge and a teacher personality. Given the fact that students in non-linguistic educational establishments have different levels of foreign languages knowledge and different number of teaching hours so the foreign language teacher has a complicated task of selecting correct teaching methods, which would comply a university curriculum, be effective and allow the students with different levels of linguistic knowledge to take an active part in the process of studying (Pavlichenko, 2003).

Methodology. There were 46 first-year students of Construction and design faculty aged from 18 to 19 in NULES. Observed group consisted of 23 Ukrainian-language speakers that have English once a week. Each student wrote quick tests at the end of each lesson. The participants study English one academic year.

Method. To study the problem students were divided into two groups at technical faculty in NULES. The teacher of the first group used classical approaches without video watching, in the second group students watched video and listened audio with technical lexis each lesson. After that the students of the second group did afterwatching or listening exercises such as multiple choice, matching, completing the gaps etc.

We structurally classify the teaching methods on the following: 1) explanatory-illustrative methods (giving information by a teacher due to the topic of the lesson, discussions, quizzes, particular theme-oriented lessons, communication with native speakers, representatives of a chosen profession, processing of thematic literature, information and search systems, informative lectures on topics related to the topic being studied, especially educational films, video films and topic audio records). Among them it is necessary to focus on a lecture – an organized presentation of information by a teacher in a convenient and quick method, but the student remains to be a passive listener. Reading is a necessary method but it is not so effective. Well, an audio-visual method takes a particular place as it is a combination of information accompanied by the audio-visual range, which makes students be active participants in discussing what they have seen or heard. Also this method provokes interest to material perception, encourages to get new information related to professional activity. Demonstration is a teaching method when a student receives information through organs of perception; game methods (business games, role games, imitation of professional situation after watching video films, debates, discussions – "Truth is born in dispute", etc.) (Tukalo, 2006; Schannikova, 2008).

Note that the forms of training are the means by which students' training and education are carried out. In general, forms of teaching on the lessons are divided into

collective and individual ones. It depends on the number of students in a particular studying group.

Collective forms involve students' activities to perform creative tasks, make a report and a presentation, a group discussion of watched video or listened audio recording, dialogue speaking after listening. Such forms stimulate activity, imagination, increase the efficiency of mastering the material. However, individual forms are the interaction of students and teachers in the individual order (face-to-face conversation, doing tests, monologue speaking, etc. Workshop is one of the outclass language teaching group forms, organized in order to deepen students' knowledge about certain disciplines of a curriculum (Fylypenko, 2009).

Nowadays teachers of foreign languages have to focus on providing lessons with video equipments that are the best way to create a language environment. In addition, a video provides the necessary conditions for solving a number of problems as well as increases students' efficiency up to 80% (Pavlichenko, 2003).

Thus, taking into consideration the efficiency of the use of a video and its indispensability in the making a favorable language environment on the lesson. Indeed the video increases students' motivation faster than the classical methods of training. So, we should consider several options for the use of video on the lesson in non-linguistic universities.

First of all, the video is widely used as auxiliary material for the teacher on the lessons, for a student who works at home or in the auditorium. Also, the teacher can use the video to listen to the authentic texts. It is a proper way to familiarize students with innovative technologies in a technical area, the operation principles of technical aggregates, engines, as well as cultural aspects and traditions of the country which language they are studying. Some video materials are specifically intended to review the social and professional information that is important, especially for students of technical universities, institutes. Type of video information primarily depends on the topic of the lesson and its type (introduction, teaching new material, repeating or checking) (Kornelyuk, 2003).

The efficiency of using video is that you can stop watching the material on any part, give students time to think and consider what they watched, reverse the abstract, watch the material again, if there is a necessity. This is what essentially differentiate video review from TV programs, projects or films.

Another advantage of the video is that there is no necessity to start watching from the very beginning. You can fast forward the film and watch short passage in the middle, and then, having discussed the story and doing the necessary task, you can return to the beginning of the film and watch what was earlier, comparing information, and noting related similar and different technical information.

The video can be used as a demonstrative material. Also, a video stop shot can be used to obtain more detailed information about an event, a quality comparative characteristics of the previously reviewed and studied material. A stop shot can be used to check the technical vocabulary (Altman, 1989).

Also one of the video advantages is to control the sound, which enables to separate an image from a sound. Firstly, students can focus on what they saw, then they can discuss the material and later it is possible to join a picture with a sound and finally summarize.

The video provides students with an opportunity to be involved into the speech environment. A teacher can act as an assistant and help a student understand common sense of the video. In the beginning it is necessary to acquaint students with the subject and vocabulary; ask several questions, drag attention to the topic. Also it is

important that students do not perform any other tasks during watching a video, as it disturbs them from perception of visual information. And then, depending on free time they may do tasks and tests or continue discussions. As a homework a teacher can offer students to write essay on the video material.

Using video a teacher can introduce a new material as well as lexical or grammar, for example, studying common themes «Ukraine», «Great Britain», «USA» or topics of the specialty, such as «Internal combustion engine», «Hybrid engines», «Engine parts», «Principles of engine operations», «Work, advantages and disadvantages of internal combustion engine »,«Diesel engine» and others. The list of topics is unlimited and can be used for the technical university specialties.

Also an advantage of a video is that runs a teacher manages an equipment, and he or she can distinguish video into stages and show it to students, that in turn allows to introduce a large number of information more effectively. For example, when considering the theme «Diesel and gasoline engines», each type of engine can be a subject of a separate discussion. After repeated viewing of all video students are able to separate general features and differences between engines. According to this scheme a teacher can introduce various topics. Making questions and answers it is possible to train grammar material. To finish such kind of teaching and learning work it is necessary to do a complete video. The last activity is devoted to catch the details and main idea of the video materials (Cooper, Lavery & Rinvoluceri, 1989).

In addition, this type of lesson activity stimulates the students' desire to communicate inside the group, intensifies the internal motivation of students to communication, allows them to make assumptions about various technical components, their job etc. This activity allows to involve weak students to activity on the lessons (Allan, 1991). For example, students talked in pairs and groups, that helped them implement their passive knowledge into active. Most of them expressed their own ideas and opinions while building their speech correctly, picking up correct words related to the profession. Also they used complicated grammar constructions from the video and at the same moment trained their grammar skills in practice.

Nowadays innovative technologies drag a lot of attention of young people. They prefer to spend their time with modern gadgets watching and listening instead of reading and writing.

Provoking students' motivation plays an important role in successful mastering of new language material. Scientific, documentary technical films are an integral part of the language lessons. Such methods of teaching make the language learning process more exiting and entertaining

Noticeable advantage of using video materials is that it fills lessons with authentic language. Seen films give students real example of using professional language. So we can call this process as multidisciplinary approach in teaching and learning a foreign language. In our case we make our lessons taking into account students' professional disciplines that are studied according to the curriculum at the Faculty of Construction and design in NULES.

The main argument for the use of video material is the fact that our consciousness works more actively when we are motivated to view, that is only when we know in advance that we will see the answers to our questions, or know that we will be asked to perform a definite task after viewing. So, to teach students to speak a foreign language teachers should spend part of a lesson time to train conversational topic. We use dialogues, examples from textbooks, audio materials which allow students to hear foreign language and plunge into its environment. While video offers language examples of dialogues in practice during the watching authentic texts. These examples

are easier to understand for students, they show visual and verbal dialogue of people simultaneously. So, the video is a good way to deliver a "living language" to the auditorium and effective method of teaching and learning a foreign language, first of all in the non-language universities on technical departments (Tomalin, Stempelskiy, 1989)

Each teacher aims not only to teach students to use foreign literature to learn necessary technical information, but also to speak on various topics of their profession as it is required by technical progress as well as expansion of international relations in science and machinery industry.

Results. So 46 participants were observed during one academic year. 23 of them were taught with mentioned methods (accompanied by the audio-visual range) based on using of innovative technologies. 85% of these students showed 90% of mastering taught professional vocabulary, grammar and understanding professional texts. While another group with classical approaches of teaching English showed much lower results, only 42% of lesson material was mastered. Students of the second group were more active and interested in learning material. They acted dialogues with authentic lexis related to their professional topics. Case study approach based on the conversations from the video made learners play the same roles as in the video. This approach thoroughly improved speaking students' skills. In comparison with the group with classical methods of studying the students of experimental group broke speaking barriers. They were more confident in speaking and writing.

The above information lets us formulate the following conclusions: 1) implementation of educational work in non-linguistic university on technical faculty is provided by teachers with the use of appropriate methods and forms (explanatory-illustrative, information searching, information and referential, active, game methods); 2) the importance of permanent teaching systematic activity while teaching a foreign language; 3) taking into account age- and individual characteristics of the students, level of their abilities; 4) the use of various methods and forms of teaching a foreign language - either traditional (tests, questionnaires, discussions, observation) or modern (audio-visual, imitative modeling, game method, the arguing statement, the method of presentations, etc.) that improves perception and assimilation of professional importance of foreign language); 5) you can observe a clear trend of practical educational work that shows the use of such methods and forms as writing creative works with professional topic, discussions, games and exercises according to the topic of the lesson.

Conclusions and research prospects. Thus, the efficiency of use of audio and video materials while teaching foreign language substantially depends on well-organized work in the classroom, objects of the educational process, students, their interests in the chosen profession and conscious wish to acquire key professional knowledge of a foreign language, abilities and skills that are necessary for future use in the social and professional area.

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ВИКОРИСТАННЯ ВІДЕО ТА АУДІОМАТЕРІАЛІВ НА ЗАНЯТТЯХ ІНОЗЕМНИМИ МОВАМИ НА ФАКУЛЬТЕТІ БУДІВНИЦТВА ТА ДИЗАЙНУ В НЕМОВНИХ УНІВЕРСИТЕТАХ УКРАЇНИ

О. Г. Пономаренко, А. В. Найдьонова

***Анотація.** Стаття присвячена використанню відео та аудіоматеріалів на заняттях з англійської мови на технічному факультеті та його ефективності у навчанні студентів тем професійного спрямування; формування професійних навичок майбутніх фахівців на основі перегляду відео та прослуховування аудіоматеріалів. Основним завданням професійної та практичної освіти є система підготовки кваліфікованих спеціалістів зі знанням іноземної мови.*

Використання аудіо- та відеоматеріалів на уроках іноземної мови дозволяє підтримувати у студентів глибокий інтерес до вивчення мови та уникати одноманітності, яка іноді може виникати на занятті в усній практиці в процесі вивчення технічних дисциплін, студентам пропонуються велика кількість лексичного матеріалу.

Основною умовою ефективного вибору професії та місця роботи є задоволення власного вибору. Успіх приходить, якщо молодь добре підготовлена до конкретної роботи, має аналогічні життєві орієнтації і, безперечно, однією з вимог є знання іноземної мови. Крім того, існує велика ймовірність неуспішної майбутньої роботи, коли вибір професії несвідомий. Добре спланований та добре організований навчальний процес з використанням усіх сучасних технологій та методів вивчення іноземної мови стає все більш важливим для підвищення професійної орієнтації молоді на їх технічний матеріал. Отже, знання іноземної мови допомагає їм розширити свій світогляд у перспективі.

***Ключові слова:** іноземна мова, професія, інформаційно-комунікативні технології, заклад освіти, особистість*

ИСПОЛЬЗОВАНИЕ ВИДЕО И АУДИОМАТЕРИАЛОВ НА ЗАНЯТИЯХ ПО ИНОСТРАННЫМ ЯЗЫКАМ НА ФАКУЛЬТЕТЕ СТРОИТЕЛЬСТВА И ДИЗАЙНА В НЕЯЗЫКОВЫХ УНИВЕРСИТЕТАХ УКРАИНЫ

О. Г. Пономаренко, А. В. Найденкова

Аннотация. Статья посвящена использованию видео и аудиоматериалов в занятиях иностранных языков на техническом факультете и его эффективности в обучении студентов тем профессионального направления; формировании профессионального вокабуляра будущих специалистов на основе просмотра видео и прослушивания аудиоматериалов. Система подготовки квалифицированных специалистов со знанием иностранного языка является основной задачей профессионального и практического обучения.

Использование аудио- и видеоматериалов на уроках иностранного языка позволяет поддерживать интерес студентов к изучению языка и избегать монотонности, которая иногда может возникать на занятиях в устной практике в ходе изучения технических текстов, студентам предлагается много лексического материала.

Основным условием эффективного выбора профессии и места работы является удовлетворение собственного выбора человека. Успех приходит, если молодежь хорошо подготовлена к конкретной работе, имеет похожие жизненные ориентации и, несомненно, одним из требований является знание иностранного языка. Кроме того, существует большой неуспех в работе, когда выбор профессии бессознателен. Хорошо спланированный и хорошо организованный образовательный процесс с использованием всех современных технологий и методов изучения иностранного языка приобретает большого значение для улучшения карьеры для молодежи по их техническим материалам. Таким образом, знание иностранного языка помогает им в широком плане взглянуть на их перспективы.

Ключевые слова: иностранный язык, профессия, информационно-коммуникативные технологии, учреждение образования, личность

УДК 378

ЛІНГВІСТИЧНА КАЗКА ЯК ПРИЙОМ НАВЧАННЯ ФОНЕТИЦІ АНГЛІЙСЬКОЇ МОВИ

Б.І.РУБІНСЬКА, кандидат педагогічних наук, доцент,
Національний університет біоресурсів і природокористування України

E-mail: Slavinabe@gmail

ORCID: 0000-0003-3839-7562

Анотація. У статті розглядаються актуальні питання прийомів формування іншомовних фонетичних навичок на заняттях з практичної фонетики англійської мови в умовах реформування системи освіти в рамках Болонського процесу. Висвітлена проблема використання лінгвістичної казки у навчанні. Під лінгвістичною казкою розуміють особливу дидактичну розповідь, у якій використовується казкова фабула або побутова ситуація, у якій беруть участь реальні та уявлені герої, для передачі повідомлення про мовні факти, фонетичні правила та закономірності фонетичної системи мови. Метою цієї статті є розробка прийомів навчання теоретичному матеріалу за допомогою

@ Б.І.Рубінська, 2017