

час педагогічної практики. Також визначено концептуальні підходи до формування у майбутніх учителів технологій потреби у системному виявленні і творчому впровадженні інноваційного досвіду вітчизняної і зарубіжної вищих педагогічних шкіл. Обґрунтовано необхідність для вітчизняної вищої школи творче використання північноєвропейського досвіду для оновлення ролі учителя технологій, його професійно-практичної підготовки, що передбачає глибоке усвідомлення педагогом соціальної значущості і особистої відповідальності за результати професійної діяльності, постійну потребу у вдосконаленні через використання інноваційних освітніх технологій. Саме такий підхід повинен бути покладений в основу вітчизняної стратегії «європейського виміру» у розвитку технологічної освіти взагалі і підготовки майбутніх вчителів технологій зокрема.

Ключові слова: інновація, інноваційна діяльність, технологічна освіта, вчитель технологій, професійно-практична підготовка, професійна діяльність, система освіти, педагогічна технологія.

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DEVELOPING LANGUAGE LEARNING STRATEGIES AND SELF-EVALUATION SKILLS AS KEY FACTORS IN PROMOTING PROSPECTIVE FL TEACHER'S AUTONOMY

Autonomy presupposes learner's desire and ability to take responsibility for their own language learning by defining objectives, using effective methods and techniques, evaluating the results. Autonomy can be developed by creating a classroom culture where autonomy is accepted and encouraged by delegating students more responsibilities in decision taking and self-evaluation. It has been grounded in the article that such development should be done gradually by implementing in a higher education institution conditions for partial autonomy, semi-autonomy, partially dependent autonomy; relatively full autonomy. Students should be taught not only to use different strategies, but also to select the most effective ones according to the aim and the individual learning style. Both classroom and home assignments should include tasks for forming strategic skills and developing self-evaluation abilities.

Keywords: future foreign language teacher, autonomy, language learning strategies, skill, ability.

Learner autonomy has become one of the central concerns of modern language teaching. The problem has been studied by a number of scientists (P. Benson, L. Dam, L. Dickinson, H. Holec, T. Lamb and H. Reinders, D. Little, W. Littlewood, D. Nunan, L. Murphy, R. Smith etc.). However, it needs further investigation as even future foreign language teachers demonstrate inability to take responsibility for their own language learning, define goals etc. and reach them without teachers management.

Autonomy is highly desirable as it can be regarded as vital for effective functioning in modern society which develops rapidly and maximises people's choices.

Autonomy is an ability to determine the objectives, define the contents and progressions, select methods and techniques to be used, monitor the procedures of acquisition and evaluate what has been acquired [11, p. 3].

In other words autonomous language learners can take responsibility for their own language learning as they are aware of the learning process, know their weaknesses and strengths, are able to define objectives, know effective methods and techniques, can evaluate the results and are well motivated to learn.

To promote learners' autonomy it is necessary to create a classroom culture where autonomy is accepted and encouraged by delegating students more responsibilities in decision taking and self-evaluation. Such development should be done gradually by implementing in a higher education institution conditions for:

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- partial autonomy which is characterised by strict teacher's management (teacher defines objectives, contents, methods, techniques and aids used; controls students' work and evaluates the results);
- semi-autonomy with relatively strict teacher's management (students' define their learning objectives in collaboration with the teacher, select methods, techniques and aids to be used; teacher defines the contents and controls students work and evaluates the results);
- partially dependent autonomy with relatively flexible teacher's management (students define their learning objectives in collaboration with the teacher, select methods, techniques and aids to be used; teacher defines the contents; students are provided with opportunities to choose or select materials, evaluate the results; teacher evaluates the results);
- relatively full autonomy which presupposes defining individual learning objectives on the basis of the demands of the program and individual needs (students may consult with a teachers if necessary), ways how to achieve them, self-control, self-evaluation, self-correction [1, c. 368].

Language teachers play a crucial role in fostering learner autonomy. However, it is difficult for teachers to create an appropriate classroom culture for promoting learner autonomy if they themselves do not know what it is to be an autonomous learner.

So it is very important for an autonomous learner to be able to define individual learning objectives based on the reflective analysis of own achievements and demands of the program. With this aim it is useful to ask students to fill in self-assessment checklist (which is a part of a project of Language portfolio for philologists collaborated by the author on the basis of modern documents [2; 14].

Here is a fragment of a self-assessment checklist [1, p. 570]. In column 1 students should mark what they already can do (V – if they can do it in typical situations, VV – if they can do it easily). In column 2 students skills are assessed by the teacher (V – In his/her opinion, the student can do it in typical situations, VV – in his/her opinion, the student can do it easily). In column 3 students define what they cannot do yet, but what is important for them, in other words they set their goals (! – It's my goal).

Рівень C1 – Автономного користувача C1 – Effective Operational Proficiency	дата date			дата date			дата date		
	1	2	3	1	2	3	1	2	3
Аудіювання Listening									
Я розумію тривале, нечітко структуроване, не достатньо зв'язне мовлення. <i>I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.</i>									
Я можу зрозуміти тривале мовлення на складні абстрактні теми, які знаходяться у сфері моїх академічних та професійних інтересів, хоча можу відчувати потребу в підтвердженні окремих деталей, особливо якщо мовець говорить із незнайомим акцентом. <i>I can understand enough to follow extended speech on abstract and complex topics of academic or vocational relevance, though I may need to confirm occasional details, especially if the accent is unfamiliar.</i>									
Я можу повністю зрозуміти презентації, лекції, промови та доповіді, які безпосередньо й опосередковано стосуються сфери моїх академічних та професійних інтересів. <i>I can understand presentations, lectures, talks and reports which directly or indirectly relate to my academic and vocational field without difficulty.</i>									
Я розумію значення багатьох ідіоматичних і розмовних виразів і можу розрізняти особливості різних реєстрів мовлення. <i>I can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.</i>									

Рівень C1 – Автономного користувача C1 – Effective Operational Proficiency	дата date			дата date			дата date		
	1	2	3	1	2	3	1	2	3
Я розумію потрібну мені інформацію з оголошень, навіть якщо вона супроводжується перешкодами і викривленнями (наприклад, на вокзалі, стадіоні тощо). <i>I can extract specific information even from poor quality, audibly distorted public announcements (e.g. in a station, stadium etc.).</i>									
Я розумію складну технічну інформацію, яка міститься в завданнях з експлуатації, специфікації, в рекламних оголошеннях. <i>I can understand complex technical information, such as operating instructions, specifications, advertisements.</i>									
Я вільно розумію зміст більшості фільмів, які містять значну кількість сленгу та ідіом, і телепрограм. <i>I have no difficulty in understanding most films, which contain a considerable degree of slang and idiomatic usage, and TV programmes.</i>									

Using self-assessment checklist encourages students to reflect on the results of their learning, set goals and track progress in achieving them. What is more important, students have an opportunity to compare the results of self evaluation with the way teacher assessed them which is also a ground for reflection.

Scientists [5–8] usually emphasise the role of self-assessment as it raises students' awareness and encourages them to think critically and reflect on their own competence which will make them more deeply engaged in their learning processes.

The level of autonomy depends greatly on learner strategies which may help students in selecting the content of their learning, methods and techniques and in self-evaluating the learning process [8; 16]. Thus, students need to get acquainted with different strategies and encouraged to use them appropriately.

There are a number of investigations [4; 6; 9; 10] which prove significant differences in strategy use between effective and less effective students (in terms of number and range of strategies, their appropriateness to the task and the way they were used).

Learning strategies are defined as:

- steps taken by students to enhance their learning [13, p. 7];
- conscious thoughts and actions that learners take in order to achieve a learning goal [5, p. 14].

Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners [7].

R. Oxford supposes that language learning strategies contribute to forming communicative competence, allow learners to become more self-directed, are problem-oriented and flexible, are not always observable, can be taught [13, p. 9].

Though there are different classifications of learning strategies, the one suggested by R. Oxford is widely-accepted and well-grounded.

The scientist distinguishes direct and indirect strategies. Direct strategies include: memory strategies (creating mental linkages, applying images and sounds, reviewing well, employing action); cognitive strategies (practicing, receiving and sending messages, analysing and reasoning, creating structure for input and output); compensation strategies (guessing, overcoming limitations in speaking and writing).

Indirect strategies comprise: metacognitive strategies (centering learning, arranging and planning, evaluating results); affective strategies (lowering anxiety, encouraging yourself, taking emotional temperature); social strategies (asking questions, cooperating with others, empathising with others) [13, p. 18-19].

However, we accept the classification of Ukrainian scientists [3] based on the one suggested by R. Oxford. On the basis of modern scientific literature analysis [3; 13] we have specified the learning strategies.

Direct strategies comprise:

- strategies aimed at acquiring grammar, vocabulary and phonetics (vocabulary selection; previous repetition; experimenting with lexical units, grammar structures);
- strategies aimed at developing skills in reading and listening (activation of linguosociocultural and linguistic knowledge, anticipation of structure and contents, identification of the received linguistic and extralinguistic information, searching for keys, hypothesizing upon communicative intention), speaking and writing (activation of resources with possible preliminary preparation, style selection according to audience peculiarities, paraphrasing, using cliches, experimenting with language units, monitoring the success of communication, activation of linguosociocultural and linguistic knowledge, asking for help);
- memory and cognitive strategies (*listening and reading* – analysis, summarising, visualising, defining key words, previous knowledge analysis, using speech patterns, using knowledge of mother tongue and another foreign language, translation, defining difficulties, focusing on main aspects, asking questions, looking for answers, analysis of the author's approach, text interpretation, contents anticipation, defining major information, selective reading, comparing gained knowledge with previous, using speech patterns; *speaking and writing* – analysis, argumentation, translation, activation of speech patterns; *vocabulary acquisition* – correlation of the new rule and meaning with the ones learnt before, lexical units memorising (imitation, making sentences, rhyming, music, grouping, associating, using context, placing new words in context, using imagery, semantic mapping, using keywords, representing in memory, structured reviewing, using physical response, mechanical techniques); *grammar acquisition* – correlation of the new rule with the ones learnt before, association with mother tongue phenomena, association with FL phenomena, asking questions, semantic mapping, formulating rules on the basis of examples, giving own examples, memorising (using tables, schemes, semantic maps; learning rules; using imagery; using keywords; reviewing; creating mental linkages – grouping, associating, using context); *phonetics* – association with mother tongue phenomena, association with FL phenomena, asking questions, semantic mapping, giving own examples, formulating rules on the basis of examples, transcribing words, word combinations, sentences and texts, intoning texts and their fragments).

Indirect strategies include:

- social and affective strategies (rewarding oneself for positive results, asking for help or explanation, discussing information with others, self motivation, selecting materials according to own interests, peer teaching and peer learning, selecting strategies according to own learning style, using music, communication with proficient language users and native speakers, lowering anxiety, encouraging yourself, taking emotional temperature, cooperating with others, empathising with others);
- metacognitive strategies (centering learning, arranging and planning, taking notes, self-control, self-evaluation, preliminary listening or reading with the aim of getting information, slow reading, fast reading, reading aloud, systematization of knowledge by using tables, schemes, semantic maps, articulation gymnastics).

There is one more group of strategies which is often regarded as belonging to communicative strategies, but is closely connected with learning ones [3] – compensation strategies (*listening and reading* – guessing using different clues (context, paralinguistic means), ignoring unknown words, parts; multiple reading/listening, *speaking and writing* – switching to the mother tongue in oral production, using mime and gesture overcoming limitations in speaking and writing, paraphrasing; *vocabulary* – defining the meaning of a lexical unit by morphological analysis, context; *grammar* – using context, paraphrasing).

The above mentioned strategies are necessary for effective language learning and

gaining advanced and proficiency levels.

Students should be taught not only to use different strategies, but also to select the most effective ones according to the aim and the individual learning style. Both classroom and home assignments should include tasks for forming strategic skills and self-evaluation abilities.

Here are some example of exercises aimed at forming the above-mentioned skills and abilities, and as a result developing students' autonomy.

Example 1.

Objectives: to develop compensation strategies (defining the meaning of a lexical unit by morphological analysis, context).

Task 1: A. Make the following adjectives negative by adding the prefixes *un-, in-, dis-, im-, il-, ir-, a-*:

ambitious, conscious, accurate, literate, mortal, replaceable, relevant, similar, satisfied, symmetrical, political.

Task 2: Complete the following sentences using the negative form of one of the above adjectives.

1. A lot of what has been written about him is

2. She was found alive, but

3. Some students do not want to study art as they find it ... to the modern world.

4. The two students' background was not ... as they both came from working-class families.

Task 3: Use your knowledge of prefixes to work out the meanings of the words in italic in sentences 1-5.

1. Conscience is one of the most frequently *misspelt* words in English.

2. Our healthcare system has always been *underfunded*.

3. Nowadays environmentalists are concerned about the negative effects of *overfishing* in seas and oceans.

4. Undergraduates who fail the exam will have a chance to **resit** it only the following year.

5. The latest surveys show that usually wives *outlive* their husbands.

Keys:

1. Unambitious, unconscious, inaccurate, illiterate, immortal, irreplaceable, irrelevant, dissimilar, dissatisfied, asymmetrical, apolitical

2. 1 inaccurate, 2 unconscious, 3 irrelevant, 4 dissimilar

3. 1. spelt wrongly, 2. not funded enough, 3. fishing too much, 4. sit the exam again, 5. live longer than.

Example 2.

Objectives: to develop strategic skills, speaking skills on the basis of a picture, self-evaluation skills.

Task 1: Read the following information about speaking strategies. Answer the questions:

– Which tense form should usually be used while describing photos?

– What should be mentioned while describing a picture?

Speaking strategies

– If you are looking at photos / pictures, think of as many differences as you can, to give you ideas about what to say. Remember that you should usually use the Present Simple and Present Continuous tenses when describing photos. Make sure you practice using them correctly. You may also want to imagine the past or future in relation to the photos. What happened before the photo was taken? What is going to happen later? Try to use your imagination. Guess where the people are, why they are there etc.

– If you do not know the exact word for something in English, try to use words that you do know to explain what you mean. Giving examples may also help to illustrate what you want to say [12; 15].

Task 2: Look at the two photographs of people of different ages. Compare the two photographs saying how you think each person is feeling. What advantages each of them has? Record your answer.

Task 3: Listen to your answer and evaluate it according to the criteria discussed with the teacher.

Task 4: Listen to a student doing the task above and compare your answer with the answer on the tape.

All in all, autonomy presupposes learners' desire and ability to take responsibility for their own language learning by defining objectives, using effective methods and techniques, evaluating the results which can be developed by creating a classroom culture where autonomy is accepted and encouraged by delegating students more responsibilities in decision taking and self-evaluation. Such development should be done gradually by implementing in a higher education institution conditions for partial autonomy, semi-autonomy, partially dependent autonomy, relatively full autonomy. Students should be taught not only to use different strategies, but also to select the most effective ones according to the aim and the individual learning style. Both classroom and home assignments should include tasks for forming strategic skills and self-evaluation abilities.

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Задорожная И. П.

РАЗВИТИЕ АВТОНОМИИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ И ФОРМИРОВАНИЕ УЧЕБНЫХ СТРАТЕГИЙ

Автономия предполагает способность и готовность брать ответственность за результаты изучения иностранного языка путем определения целей, использования эффективных методов и приемов, оценки результатов собственной деятельности. Развитие автономии возможно при условии предоставления студентам большей ответственности в принятии решений относительно собственного обучения и оценки его результатов. В статье обоснована необходимость постепенного развития автономии с помощью внедрения условий для развития частичной автономии, полуавтономии, частично зависимой автономии, условно полной автономии. Указанные условия предполагают овладение студентами учебными стратегиями, умениями отбирать наиболее эффективные в соответствии с заданием, коммуникативной целью и собственным учебным стилем, а также развитие умений самооценки.

Ключевые слова: будущие учителя иностранного языка, автономия, стратегии изучения иностранного языка, умение, способность.

Задорожна І. П.

ФОРМУВАННЯ НАВЧАЛЬНИХ СТРАТЕГІЙ ТА ВМІНЬ САМООЦІНКИ ЯК КЛЮЧОВИХ ФАКТОРІВ ДЛЯ РОЗВИТКУ АВТОНОМІЇ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНИХ МОВ

Автономія передбачає здатність і готовність брати відповідальність за результати власного вивчення мови шляхом визначення цілей, використання ефективних методів і прийомів, оцінки результатів власної діяльності. Розвиток автономії можливий за умови надання студентам більшої відповідальності у прийнятті рішень щодо власного навчання та оцінці його результатів. У статті обґрунтована необхідність поступового розвитку автономії майбутніх учителів іноземних мов шляхом запровадження умов для розвитку часткової автономії, напівавтономії, частково-залежної автономії та умовно повної автономії. Зазначені умови передбачають оволодіння студентами навчальними стратегіями, вміннями відбирати найбільш ефективні відповідно до завдання, комунікативної мети та власного навчального стилю; а також розвиток умінь самооцінки. На основі аналізу сучасної вітчизняної та зарубіжної літератури у статті уточнено навчальні стратегії, якими повинні оволодіти майбутні вчителі іноземних мов при вивченні фахових дисциплін (прямі та непрямі), а також доведено доцільність використання листів для самооцінки як компоненту розробленого автором проекту Мовного портфеля для філологів для визначення рівня володіння іноземною мовою та постановки відповідних цілей. Наведені приклади вправ демонструють шляхи формування в студентів навчальних стратегій та вмінь самооцінки результатів діяльності, а відтак і розвитку автономії студентів.

Ключові слова: майбутні вчителі іноземних мов, автономія, стратегії вивчення іноземної мови, вміння, здатність.

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РОБОТА МАЙБУТНІХ БАКАЛАВРІВ ЮРИДИЧНОГО ФАХУ НАД ПРОФЕСІЙНО СПРЯМОВАНОЮ ІНОШОМОВНОЮ ЛЕКСИКОЮ ДЛЯ РОЗВИТКУ НАВИЧОК УСНОГО МОВЛЕННЯ

Застосування ситуативних вправ для навчання іношомовної професійно спрямованої лексики, що використовується в усному мовленні, сприяє оптимізації цього процесу. Важливо, щоб лексичні вправи були побудовані за тематичним, ситуативним принципом, а отже були націлені на мовленнєві вправи за певною темою відповідної ситуації. Ця ситуація пов'язана з навколишнім середовищем, у якому знаходяться студенти чи курсанти, з їх майбутньою

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