

Останнє забезпечується не тільки майстерністю викладача чітко і зрозуміло пояснити новий матеріал, а насамперед в умінні ставити проміжні задачі після невеликої порції матеріалу і тим самим тримати увагу слухачів і активізувати вже отримані знання, а також за мінімальних витрат часу сформувати міцні уміння і навички для практичної діяльності. Це можна досягнути органічно поєднуючи індивідуальні, фронтальні та інші форми роботи, переходячи від одного до іншого режиму та темпу роботи. При навчанні іноземної мови дорослих однією з найважливіших задач є апеляція до попереднього досвіду, набутих раніше знань, створення асоціативних зв'язків, логічних ланцюжків, забезпечення цілісності інформації, опора на реальну професійну діяльність.

Важливим елементом формування іншомовної компетенції слухачів є планування часу аудиторної та позааудиторної роботи. У цьому контексті, важливим завданням викладача є оптимальне поєднання і співвідношення завдань, що виконуються в групі і самостійно, з одного боку, щоб інтенсифікувати заняття, винести за його рамки все те, що можна зробити до і після нього самостійно. Доцільним є фронтальне відтворення фрагментів аудіотексту в аудиторії, що допомагає формувати навички аудіювання, говоріння і тренує так звану «оперативну» пам'ять слухачів. Так само опрацювання лексичних одиниць групами слів (слово + його похідні), побудова стійких зв'язків і словосполучень, опора на асоціації, використання комунікативного і діяльнісного підходу, коли лексичні одиниці, словосполучення, граматичні явища, навички відпрацьовуються у процесі комунікації. Мета викладача – не просто дати якийсь обсяг теоретичних знань, а навчити людину ефективно спілкуватися іноземною мовою, а саме читати і розуміти, говорити так, щоб інші розуміли, писати так, щоб було зрозуміло викладену думку, слухати, щоб повністю усвідомлювати інформацію.

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Continuity of language teaching: from school to university

The issue of continuity of teaching foreign languages has always been of particular importance. In its broad sense, continuity can be understood as a logical link between the past and the future for a long period of time with no damage done to this link in case of some change. Continuity creates most favorable conditions for an effective transition from a lower level to a higher level of command of a foreign language accompanied by forming some generalized experience, knowledge and skills.

In view of its importance, the issue of continuity of high school education and university education has been raised frequently enough being considered one of the aspects of such didactic principle as a principle of systematic and continuous teaching. Though there have been a lot of research into the problem with the many attempts to solve it, the issue is on the table. In practice, there still exists a noticeable gap between school and university education. First year university students might find it challenging to adjust to new ways of teaching and requirements that can be difficult to meet. This indicates some disagreement in the content, methods and techniques of teaching in school and university. School students need help in the complicated process of transition to a higher level of education.

With relation to teaching foreign languages, introduction of supplementary profession-oriented language classes for senior students might be an effective solution to the problem. Research activities of senior students that invoke interest in the studied language can hardly be overestimated, too. Moreover, research work is typical of university academic activities, which makes school students involved in it ready for their post school years. According to opinion polls, some 85 to 90% of students questioned think that it's research work and profession-oriented classes that should be emphasized on in senior years of school.

Students believe that preliminary preparation to entering higher educational establishments can contribute greatly to successful performance of school graduates as university students.

As for teaching foreign languages in universities, starting from scratch is a waste of time which we cannot afford. First year students do have some experience learning a language, so a university teacher's task is to have a clear understanding of how students are going to develop their linguistic skills in order to organize the process of teaching in the most efficient way.

For the program of continuous teaching foreign languages to be an effective tools for both the teacher and the student it would be most advisable to:

- determine the final goal to be achieved at each stage of teaching process;
- introduce the basic components of each goal to be achieved;
- provide a set of tests for checking the level of knowledge on the subject.

For universities majoring in linguistics training their students to be specialists in languages, the level of knowledge to be achieved can be described by the term "bilingual personality" which corresponds to the degree of knowledge possessed by a native speaker of a relevant language. The components implied by this level are, in the first place, basic linguistic qualities of an educated native speaker; next, a number of various speaking skills required for effective communication, and, finally, some professional skills associated with the use of a foreign language. Also, prior importance is attached to the correspondence of the level of command of foreign languages to generally accepted global standards.

The above-mentioned suggestions contribute to implementing the idea of continuous teaching foreign languages, the possibility of combining traditional methods of teaching with the latest techniques aiming at developing communication skills that find their application in the many areas of human activities.

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Spoken and written mistakes

If you are trying to use a language which you are learning, you will make mistakes. It is inevitable. Some of these mistakes are "slips of the tongue or pen" which you can correct yourself without prompting; others are what one might call "real" mistakes, where you do not know what the problem is and need someone to tell you. Mistakes can be spoken, or written.

As for the role of the teacher, when it comes to correction, this is by no means as straightforward as you might think, or as the student who says "I want all my mistakes corrected" might think. Correction is a complex part of the teacher's role. Should all mistakes be corrected? The first question is easy to answer – "No", all mistakes should not be corrected. What's more, even if you thought they should be (as some students do), it would be impossible. Imagine a group of twenty students, all talking at different points, all making mistakes, and you trying to correct every single mistake. It's impossible. Should any mistake be corrected? Again, it's an easy question – "Yes", of course. How can any skill without having important mistakes corrected? How can a person learn to be a professional without knowing or being told when something has gone wrong?

Having established that some, but not all, mistakes should be corrected, we are faced with the question of which mistake should be corrected. Ultimately, of course, this is for the individual teacher to decide, based on the context of the lesson and the nature of the class. We can make some general points about what mistakes should be corrected. If students are doing a practice activity, using specific language previously presented, as well as other language, then mistakes involving the "target language" should be focused on for correction. In this type of activity, the focus is more on accuracy, and therefore, at least some of the inaccuracies with the target language need to be corrected. Common mistakes are also suitable