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**ORGANIZATION OF THE DANUBE INSTITUTE
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ACADEMY” CADETS’ INDEPENDENT WORK
WHEN DEVELOPING ENGLISH SPEAKING**

One of the main targets of higher school while training future seafarers at present is to teach them to be well-organized, well-educated, independent, and self-controlled. Developing speaking with the help of demonstration and explanation, presentations, project method, problem tasks, independent speaking tasks, role-playing, watching and discussing video materials, creating dialogues and debates, are one of the main approaches of cadets’ independent work intensification at the English practical classes in the process of teaching professional English in Navigation and Engineering.

The actuality of the article is that the main idea of the education is based on the usage of new approaches when organizing cadets’ independent work to develop cadets’ creative abilities, communicative skills and self-control and self-estimation. In pedagogical and methodological literature of today the works of Byrnildssen S., Claggett F., Cranmer D., Gear R., Smith C., Simmons E. and others are devoted to the issues of cadets’ independent work organization. The task of the article is to reveal different approaches, forms and methods of cadets’ independent work organization when developing speaking in English that helps lectures to develop cadets’ communicative skills and abilities. The analyses of the studied materials [1; 2; 3] showed that the use of multimedia presentations in the educational process at different stages of the cadets’ independent work organization is the leading method of organizing cadets’ independent research work at English classes. It can be used when explaining and demonstrating new material, schematizing the teaching material. It helps the cadet to understand grammar phenomena faster. A multimedia presentation successfully replaces many tables, charts and

images for an effective, informative event, and may also contain national, socio-cultural information and more. At the stage of testing and consolidation of knowledge with the help of multimedia it is possible to conduct oral and written questioning, testing, assignments for cadets' independent work and self-control. Creating a multimedia presentation on a specific topic while preparing for a class on your own can also be a great individual or group project task [6]. The analyses of the studied materials for independent cadets' work preparation showed that the independent speaking tasks are very popular nowadays and used to measure cadets' ability to speak about the topics they've studied. There are two independent speaking tasks: a personal preference task and a personal choice task. For example, cadets may hear the speaking task and see it on a card or a screen, and prepare a response. The personal preference task asks cadets to state and support a personal choice from a particular category. The personal choice task asks you to make and support a choice between two contrasting behaviors or actions [5, p. 309]. It should be noted that demonstration of videos with the following discussion are the widely spread approaches to intensify cadets' independent work at practical English classes. Also, a number of assignments to do before the watching, while and after watching the video is a good way to enhance, and organize cadets' independent thinking, and self-control, develop independent search skills [1]. Thus, cadets are given cards with some questions on the topic of watching the discussion of which help focus cadets' attention on the problem issue. Matching the words with their definitions as a form of cadets' independent class work give an opportunity to develop cadets' search abilities, and widen their vocabulary. Also, while watching activities like filling in the gaps with the necessary words, writing an essay after watching or creating dialogues are the ways to organize progressive cadets' independent work [7]. The project method as a way of achieving a didactic goal through detailed problem development (technology), which must be completed with a very real, tangible practical result is widespread when organizing cadets' independent work. Cadets should do a set of actions in their specific sequence to achieve a set of tasks presented to solve a problem that is personally meaningful to cadets [2]. The analyses of the studied materials [4; 7; 8] showed that problem task solving, and role-playing games with making short dialogues are the popular methods of cadets' independent work organization which help to develop independent active thinking, organize control for cadets' independent learning and stimulate students to learn English with interest.

For example, such method of teaching as problem task solving can be considered as one of those that organize and intensify cadets' independent work at classes as well as at home. At the lesson, cadets in small groups should think over a problem for 5 minutes, and then talk about it expressing their own point of view [6]. Also, one of the most popular methods to activate cadet's independent work is brainstorming method as a method of solving a problem based on stimulation of creative activity. Cadets are offered to express as many variants of the solution as possible, then, from the total number of ideas expressed, the most successful ones can be used in practice can be viewed as one of those which help cadets to activate their independent thinking and speaking [9]. The analyses of the studied materials proved that the method of role-playing helps organize cadets' independent work and control for the studied vocabulary. Cadets take an active part in creating dialogues in some teams, and acting out the given situation on a card. The condition that team wins if there are no mistakes in speech gives a push for motivation and leadership, which are one of the factors of progressive, successful independent English learning [10]. The method of analyzing and scoring cadets' responses can be used when organizing cadets' independent speaking. For instance, the cadets are given some questions to analyze their responses and evaluation, points for each answer for a cadet to see if he meets the requirements. If a cadet has a score of 4 that meets all the requirements; a score of 3 indicates that the speech is weak; a score of 3 means that there are some difficulties in clarity of speaking, grammar, vocabulary, a lack of organization ideas. A score of 1 indicates a lack of knowledge in speech, limited vocabulary, a lack of ideas to support the topic. A score of 0 is given if there are no attempts have been made [5; 330]. So, in conclusion, we can surely say that a great variety of independent tasks, explanation and demonstration, problem solving, creating dialogues, role-playing games, self-control and analyzing cadets' responses are the approaches we need to use for effective cadets' independent work organization.

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ПРО НЕОБХІДНІСТЬ ФОРМУВАННЯ ПРАГМАТИЧНОЇ КОМПЕТЕНТНОСТІ У МАЙБУТНІХ ФІЛОЛОГІВ

Оволодіння мовою – це не лише заучування лексичних одиниць, граматичних структур і вміння поєднати їх у речення, але й здатність мовця адекватно породжувати і сприймати мовлення інших людей відповідно до ситуації спілкування. Так, Д. Крістал ще у далекому 1985 році зауважив, що у процесі комунікації мовець обирає мовні засоби для передачі інформації, а також слідує за обмеженнями, які виникають відповідно до соціального характеру взаємодії [5, с. 240]. Крім того, мовлення має здатність впливати на партнера по спілкуванню. Знання слів і граматики є недостатнім для ефективної комунікації, необхідно знати мовця і контекст спілкування, адже це може стати вирішальним для кодування і декодування інформації. Відповідно до цього прагматика – це наука, яка вивчає мову у контексті [3], а прагматична компетентність – це вміння спілкуватися відповідно до контексту і ситуації [4; 8].

Коли співрозмовники належать до однієї мовної спільноти, вони розуміють і розділяють принципи продукування та інтерпретації мовлення у