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USE OF QUASI-COMMUNICATIVE TECHNIQUES IN THE PROCESS OF TEACHING STUDENTS IN THE CONDITIONS OF WAR

Introduction. Quasi-communicative techniques are a multifaceted phenomenon. In such a complex technique is a paradigm of combining linguistic, psychological and methodological characteristics, it is very difficult to determine some important objects of measurement [1; 2].

Results and their discussion. In order to achieve the effectiveness of learning the ways of quasi-communication with the text, the person needs to create all the necessary conditions for this, to interest children, to create an atmosphere that children do not pay attention to the above-mentioned shortcomings. The most important role in the process of teaching is played by controlling the skills and knowledge of pupils. Therefore, during the training of quasi-communication, the attention should be paid to controlling the level of oral communication skills training.

Consequently, when developing a system of exercises related to quasi-communicative technology, the teacher's attention should be paid to the level of knowledge of future teachers of the English language, the age and individual

characteristics of them, to take into account psychological characteristics of children and the peculiarities of their thinking, memory, abilities and personal qualities.

An example of exercises for students of use *quasi-communicative techniques with the purpose of developing learner's autonomy* can be:

1. T. Look at the blackboard. What can you see? (slide 2). Yes, students, you are right today. Also we are going to speak about story «Beauty and The Beast».

How do you think who is that? And who is that (slide 2-3). Do you like a Belle? Girls, would you like to be a Belle (Beauty)? Why?

So, dear students, you had to read Chapter 3 for today. So, I want you to answer my questions. (p.12)

Writing. Activity A. Write a short paragraph about the nicest present you've ever received.

1. Meeting with the main characters.

T. Now I want you to meet with the main characters (slides 6-11).

So, students, let's read some information about the characters of the story «Beauty and the Beast».

2. Put the sentences in a right order.

1) Once upon a time lived a handsome prince.

2) An old beggar woman offered a young prince a rose in exchange for a night's shelter.

3) When he turned her away, she punished him by transforming him into an ugly beast.

4) She gave him a magic mirror and a rose.

5) He must love and be loved in return before the rose's petals have fallen off, or he will remain a beast forever.

3. Say true or false (slides 14-16).

1) Beauty's sisters only liked to wear fine clothes and go to parties.

2) Beauty didn't work hard to help her father and brothers.

3) The man bought a rose for Beauty.

4) Beauty liked reading detective stories.

Who said it?

1) «I would like a rose. I haven't seen a rose for a long, long time».

2) «Buy us some new dresses».

3) «I would like a new ship».

Answer the questions:

1) Whom did Father of Beauty see when he came into the palace?

An ugly monster Handsome prince

2) Could Beauty come back home?

Yes, she could No, she couldn't

3) What did Beast give to Beauty?

A magic mirror A magic rock

4) What did the Beast give to Beauty's father?

A new ship A box of gold coins

5) *What did Beauty see when she was sleeping?*

A good fairy Her father

4. *Make sentences about the story.*

1. *Beauty's sisters laughed at her...*

2. *Beauty's father had no money...*

3. *Beauty's father ate the food ...*

4. *The Beast was angry...*

5. *Beauty wanted to go home ...*

because Beauty's father picked a rose.

because her father was ill.

because she loved books.

because he was hungry.

because his ships were lost at sea.

In this article we'd like to describe our own research with the purpose for developing pupils' learner's autonomy. This research was organized by us at secondary school № 15, t. Rivne, in the 5th-B form (during February-March, 2021).

We've meant that dialogical speech is characterized by certain communicative psychological and linguistic characteristics. Dialogical speech is a process of interaction between two or more participants in the process of communication. Therefore, within the paradigm of the speech act, each participant can be a listener and a speaker.

Having passed the practice at secondary school № 15, t. Rivne, in the 5th-B form, students of philological faculty have been offered a variety of exercises for the development of learner's autonomy by organizing dialogical speech of pupils.

We'll show some examples:

1. *Role playing game «Interview». Teacher invites pupils to organize the interview with their classmates about their parents (their own hobbies, upcoming plans, favorite subjects, etc.).*

2. *Cards were offered to pupils for drafting of dialogues.*

Card 1. You are a doctor, and your neighbor is your patient. You'll tell him about the importance of health for each individual.

Card 2. You are a pharmacist (A salesman in the chemist's shop). Your neighbor asks you about the advice of helping you not to get cold.

Card 3. You're walking in the street and meeting your friend. He is ill. Ask him about his health and causes of his illness.

3. *T: Read and listen to the dialogue. Are the sentences true or false?*

1. *Jess was at Sam's party. 2. Finn was in London.*

Finn: Where were you last weekend, Jess? You weren't at Sam's party.

Jess: No, I couldn't go. I was with my parents. We were in London all weekend.

Finn: Really? Was it fun?

Jess: Yes, it was. Look at my photo of the London Eye.

Finn: It's great. I really want to go there. Was it good? What could you see?

Jess: It was fantastic. We could see the whole city of London!

Conclusions. According to monolingual speech, nowadays not enough attention is paid to it. This position is erroneous, because it is this aspect of learning that disciplines thinking, teaches logical and critical thinking and, accordingly, builds the pupils' expression in such a way as to bring their thoughts to the listener.

While teaching the pupils to various types of monologues, the teacher has to draw attention to the skills that pupils need to master. Each type of monologue has its own peculiarities, and our task was to explain these peculiarities to the pupils. For example, when studying a monologue, students were taught to construct simple narrative sentences with the verbs in the Present Indefinite Tense, the Present Perfect Tense. In addition to the fact that pupils have a vocabulary, they must be able to formulate correctly their statements according to the grammatical requirements of a certain type of monologue.

LITERATURE

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ОСОБИСТІСНІ ЯКОСТІ ОРГАНІЗАЦІЙНОГО ПСИХОЛОГА В ЙОГО ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ

Вступ. Останнім часом відбувається переоцінка настанов вітчизняного менеджменту в бік управлінського консультування, в тому числі психологічного. Дане явище накладає особливу відповідальність психологів щодо готовності до даного виду діяльності. Мова йде про діяльність, в якій психолог здатний не тільки супроводжувати і забезпечувати потреби середнього і вищого менеджменту в управлінні кадрами, але і самостійно виступає в ролі консультанта в діловій та управлінській сферах. Можна без перебільшення зазначити, що в центрі управлінського консультування стоїть особистість самого консультанта, його професійно-особистісні якості. Але, на жаль, серед значної кількості робіт, присвячених управлінському консультуванню, досить невелика кількість їх присвячена самому