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TEACHING FOREIGN LANGUAGE ABROAD

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Ukraine is among the top countries with highly educated population. Although in our country people still believe in the myth that once you get a diploma, you will get a job and earn good money, young people believe that a university degree is a waste of time. Higher education in our country has depreciated not because it is available to many people, but because the quality of education has become second-rate. Many graduates leave to study in Poland, the Czech Republic, France and other countries. Let's try to figure out why. Having worked as a university teacher for more than 20 years, I asked myself this question many times. Our students do not want to study and this demotivates teachers. In addition, the work of the teacher has completely gone down in value, and the teachers themselves have lost their authority. Corruption is rampant and many universities have turned into «shops» for issuing diplomas. A whole state system has been built, the participants of which master all the techniques of marketing. How to break this vicious circle? Without truly educated specialists, our country has № future. In addition, the level of education of the population affects the quality of our life. And we all want to live better in a new Ukraine, liberated from the communist past.

Ukrainian education needs a global reform, and not just a «cosmetic overhaul». Ukrainian officials often say that Ukraine spends on education № less than European countries (as a percentage of GDP). It really is. But they never talk about the other side of the coin – funds are spent extremely inefficiently, and the quality of both secondary and higher education is deteriorating year by year. Where are the bottlenecks in the educational system that steal the future from the country [1, p. 1].

Firstly, Ukrainian education has ceased to be prestigious, the methodology and «style» of teaching are hopelessly outdated, secondly, our universities do not provide students with internships and employment, and, finally, we lack elementary computers, textbooks, laboratories, without which modern education is unthinkable.

So, what is worth learning from Europeans and which universities are considered the best in Europe? In many countries, higher education in public universities is free! All educational institutions have been modernized, with mandatory access to the Internet. It may seem unexpected, but Finland is now in the first place. In this country, all educational institutions are evenly funded, regardless of where they are located. It is also curious that all stationery, textbooks, transport and lunch are free for schoolchildren. The main principles of education in European universities are to teach children to think independently and creatively, develop communication skills and prepare for an international career [2, p. 1].

And what about teaching foreign languages abroad? The Council of Europe has called the 21st century the century of polyglots. I suppose that knowledge of a foreign language for a modern person is simply a must have.

The European Council has developed a single standard Common European Framework, with the following levels:

A1 (Breakthrough, Basic User) implies the presence of basic knowledge of the language and the ability of its owner to understand simple questions and answer them.

A2 (Waystage, Basic User). A person who speaks the language at this level can communicate on simple topics, ask questions and understand typical phrases of everyday life situations, such as checking into a hotel, buying tickets at the box office, etc.

B1 (Threshold, Independent User). The ability to maintain a dialogue and form a statement on a wide range of topics, the presence of many errors even in basic structures, an insufficient level of speed.

B2 (Vantage, Independent User). A person can communicate on a wide range of topics and problems, has an adequate vocabulary, but he does not speak fluently enough and does not always express his thoughts accurately.

C1 (Effectiveness, Proficient User). The ability to actively communicate on almost any topic using wide language capabilities, the presence of a small number of minor lexical and grammatical errors.

C2 (Mastery, Proficient User) Excellent knowledge of the intricacies of the language, fluent speech, almost complete absence of errors and inaccuracies [3, p. 3].

How to conduct an English lesson that would be not only logically built-in terms of methodology, but also interesting and informative for students?

The technique that caught my attention is called «ESA». At present, this technique is the main method of teaching a foreign language in Europe. Jeremy Harmer – a world-famous specialist in the methodology of teaching English – a linguist, methodologist, teacher, author of textbooks on English and foreign language teaching methods developed it in 1998. The essence of this method is the presence and combination of three mandatory phases of the lesson: engagement, study and activation [3, p. 10].

The main difference of the advanced European technique is the activation phase. Here, as a rule, assignments for the use of the learned material are given at home. From the point of view of European methodology, this is unacceptable. Here, the activation phase is considered the main stage of the lesson, which takes at least a third of the total time of the lesson. This is the phase where students are encouraged to use all the language tools, they are proficient with as freely as possible and in the process of real

communication. Typical activities for the activation phase are role-playing, debates, discussions, storytelling, writing, dialogue writing, etc.

The phase sequence can be changed. This is how the «Arrow» (attraction-learning-activation), «Boomerang» (attraction-activation-learning-activation), «Patchwork Quilt» (free alternation of all phases) are distinguished, the only rule is that the lesson ends with the activation phase. The main qualities of the ESA method: structuredness of the lesson, involvement of students, work with authentic materials and a «living» language and a creative moment in independent work [4, p. 5].

So, if we summarize the above, it becomes clear that one cannot continue to study foreign languages by the old methods, using, for example, the grammar-translation method, which has been known since the 16th century. Even the methods of teaching English that were used 20 years ago are № longer effective today and are more of a reproductive nature. Learn the words, read the text, listen to the audio recording, write a letter and so on - all this is ineffective [5. p. 5].

Perhaps for this reason, most adults who have studied the language for many years can read and write in English, but have never learned to speak. We considered only one of the many existing methods. Teachers should use different innovative methods that can be combined in with other modern technologies. And, most importantly, you need to remember that there is № »magic pill«. Your diligence and perseverance are the way to success.

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ВИКОРИСТАННЯ ВІДЕОМАТЕРІАЛІВ НА УРОКАХ ІНФОРМАТИКИ

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