

посредством использования личностно ориентированных методов и технологий, активных и интерактивных методов и приемов обучения, таких как метод проектирования, ролевые и деловые игры, модульное обучение и т. д.

Такого рода технологии, методы и приемы обучения позволяют перенести акцент на активное, самостоятельное и творческое усвоение знаний обучаемыми, активизировать познавательную деятельность студентов, создавать условия, обеспечивающие интерактивную аутентичность.

Литература

1. Бодалев А. А. Личность и общение. Избранные психологические труды. / А. А. Бодалев. – Изд. 2-е, перераб.— М.: Международная педагогическая академия, 1995. – 328 с.

2. Бодалев А. А. Психологическое общение / А. А. Бодалев. – М.: Институт практической психологии, Воронеж: Н.П.О, «Модек», 1996. – 256 с.

3. Захарова, Г. В. Развитие коммуникативного подхода к обучению иностранным языкам: Дис.... канд. пед. наук: 13.00.02 / Г. В. Захарова. – М., 1991. – 174 с.

Victoria Perlova
Kharkiv

USING SPELLING ACTIVITIES FOR OVERCOMING DYSGRAPHIA IN ENGLISH AS THE FOREIGN LANGUAGE

Problems of acquisition of a written system occupy the central place in many researches that can be explained by existence of a considerable amount of students who have those problems and by modern scientific understanding that in many cases these problems are not caused by students' unwillingness to study but by factors which are beyond students' conscious control.

Certain scientists are making attempts to define original reasons for problems of acquisition of a written system [1; 2; 3], others research ways of diagnosis of difficulties of reading and writing [4; 5]. However, methods of teaching English as a foreign language to students who suffer from dysgraphia are not sufficiently represented so the fact that this article covers the given problem proves its topicality.

The main aim of the article is to work out a complex of activities that can be effective for teaching students who persistently fail to write English words accurately.

Learning how to write English words is challenging for the majority of students. This process is inevitably accompanied by a number of general psycholinguistic factors that influence acquisition of the written system and sometimes by individual psycho physiological peculiarities.

Some of the general psycholinguistic factors are the following.

Writing is a relatively recent human invention [3] and there has not been enough time yet for the humanity to form extensive genetic memory about it which would make acquisition of the written system easier and faster.

Learning how to write in a foreign language is at least twice more challenging because one more system of codes should find its place in the learner's brain alongside with the system of the native language.

If to speak about English one should mention the nature of its written system which is described as opaque that is the system where graphemes have many phonetic interpretations or phonemes have many graphemic interpretations [6], for example, the letter "a" can be read in a number of ways: /æ/ as in *cat* /kæt/, /eɪ/ as in *name* /neɪm/, /eə/ as in *parent* /'peərənt/, /ɔ:/ as in *always* /'ɔ:lweɪz/, /ɒ/ as in *what* /wɒt/, /ə/ as in *alone* /ə'ləʊn/.

Besides the general psycholinguistic factors which are actual for the majority of students there are certain individual peculiarities one of which is dysgraphia.

"Dysgraphia is defined as a consistent difficulty in mastering the skill of writing based on the phonological principles of spelling in spite of adequate intellectual and speech and language functioning and optimal schooling, in the absence of auditory and visual deficit" [7, p. 65].

Being sharpened by the general psycholinguistic factors dysgraphia is likely to cause quite a lot of problems for a student who suffers from it.

First of all, a great part of learning achievement in the modern education is measured through writing which forms certain obstacles for students with dysgraphia to reveal their full intellectual potential.

Secondly, persistently getting low grades for written assignments a student risks to gain unfavorable reputation among teachers and peers which can result in his/her low self-esteem.

Consequently, suffering from dysgraphia a student can make false judgment about his/her general intellectual level.

All the mentioned above proves it necessary for English teachers to consider students' individual psycho physiological peculiarities and to include activities aimed at coping with dysgraphia in the teaching and learning process.

There is a certain type of activities which have proved their effectiveness called spelling activities. Their efficiency can be explained by the definite factors.

On the one hand, spelling activities have got their potential to develop students' short-term memory for the language code. On the other hand, they focus students' attention on the structure of a word both in terms of amount of letters and of sequence of letters.

The suggested procedure for using spelling activities is represented as a set of actions for students which should be performed in the given order:

- read the whole word aloud;
- spell the word orally keeping eyes on each letter;
- spell the word orally by heart;
- read the word carefully and check up correctness of spelling by heart;
- keep on spelling the word orally by heart until there are no mistakes;
- write down the word by heart;
- read the word carefully and correct mistakes if any;
- in case of mistakes spell the problematic part of the word again;
- write down the word by heart again;
- check up the word and correct mistakes if any.

Despite its general effectiveness the procedure has certain disadvantages which we should consider while teaching.

Firstly, it is time and effort consuming and the work can sometimes seem quite boring. However, if we speak about difficulties we should be prepared for obstacles. When there are easy ways to change a situation we are not dealing with difficulties.

Besides, we can use these activities with no more than 5-7 words for one learning session that lasts 25-30 minutes. It can seem a small amount of words for a long time but if a student suffers from dysgraphia we can hardly hope that he /she will succeed with a great amount of words whatever activity is used.

As for the main advantages of the spelling activities they make it possible for students with dysgraphia to succeed in writing English words accurately thus forming their self-confidence in learning. This feature serves as a motivating factor and can compensate for non-communicative nature of the spelling activities.

Considering all the advantages and disadvantages of the spelling activities it is possible to define perspectives of further research in finding ways of how to make technically orientated activities more meaningful.

References

1. Xia Z., Hancock R., Hoeft F. Neurobiological bases of reading disorder Part 1: Etiological investigation // *Lang Linguist Compass*. – 2017. – 19 p. – URL: <https://doi.org/10.1111/lnc3.12239>.
2. Kalashnikova M., Goswami U., Burnham D. Mothers speak differently to infants at-risk for dyslexia // *Developmental Science*. – 2016. – 46 p. – URL: <https://www.researchgate.net/publication/309492313>.
3. Paracchini S., Diaz R., Stein J. New insights into the role of brain asymmetries // *Advances in Genetics*. – 2016. – Vol. 96. – 46 p. – URL: <http://dx.doi.org/10.1016/bs.adgen.2016.08.003>.

4. Rauschenberger M., Rello L., Baeza-Gates R., Gomez E., Bigham J. P. Towards the predication of dyslexia by a web-based game with musical elements // W4A 2017, April 02 – 04, 2017, Perth, Western Australia, Australia. – 4p. – URL: <http://dx.doi.org/10.1145/3058555.3058565>.
5. Krishnan G. Traces of sub-lexical dyslexia in a semi-syllabic orthography // Online Journal of Health and Allied Sciences. – 2017. – 9 p. URL: <https://www.researchgate.net/publication/315757006>
6. Dulude L. Writing systems, phonemic awareness, and bilingualism: cross-linguistic issues in dyslexia // Indiana University Undergraduate Journal of Cognitive Science. – 2012. – Issue 7. – p. 22-30.
7. Kornev, A. N., Rakhlin, N., & Grigorenko, E. L. Dyslexia from a cross-linguistic and cross-cultural perspective: the case of Russian and Russia. Learning Disabilities // A Contemporary Journal. – 2010. – 8 (1). – p. 41-69.

Olga Petrova
Kharkiv

ESP IN MEDICAL UNIVERSITY: CONTENT AND STRATEGIC SPECIFICITY

The common in the wide English-teaching world differentiation of subjects in training English as a foreign language originated from the sixties-seventies of the XX century and further decades [C. R. Rogers, D. Nunan, V. Hollet, R. Carter, H. G. Widdowson, R. Mackay, A. Mountford, T. Hutchinson, A. Waters, T. Dudley-Evans, M. J. St John, et al.]. Developed afterwards, it determined variable in contents and methodology disciplines taught in higher education institutions, in particular, at the medical university.

The purpose of the present work is to characterize different English language subjects taught in the medical university, as teaching English for specific purposes (ESP) became crucial in higher education, growing importance for training English for adults.

As it was emphasized by T. Hutchinson and A. Waters, ESP “is based on designing courses to meet learners’ needs” [1, p. 3]. Really, it corresponds to the focus on those who learn foreign language – ESP course is supposed to meet needs of specific groups of learners: either of medical students, PhD postgraduates, teachers, medical practitioners, etc., so far as the language which each of them needs varies considerably, since the ways of the language is used in their professional communication vary.

It is specific for ESP teacher to be far forth an expert in the subject content knowledge of the professional field he/she teaches, besides high English as a foreign language (EFL) linguistic and methodical level. Different objectives, content, methodology, techniques determine various subjects which are taught in medical university.