

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
імені Г. С. СКОВОРОДИ
Факультет іноземної філології



СУЧАСНІ ФІЛОЛОГІЧНІ І МЕТОДИЧНІ СТУДІЇ: ПРОБЛЕМАТИКА І ПЕРСПЕКТИВИ

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конференції для науковців, викладачів,
учителів, здобувачів вищої освіти

20 квітня 2023 року



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поради лікаря, ми навчимося говорити, що п'ємо і що їмо; дізнаємося, як купити одяг в крамниці тощо.

Важко переоцінити роль самооцінювання у розвитку свідомої особистості, що має активну життєву позицію та прагне досягнення мети. Учень спостерігає за власним рухом, коригує його при необхідності, тобто активно керує власною навчальною діяльністю.

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METHODS OF PREPARATION OF STUDENTS OF NON-PHILOLOGICAL SPECIALITIES FOR PASSING THE UNIFIED ENTRANCE EXAMINATION

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Nowadays, everyone who applies for a Master's degree after completing Bachelor's degree has to take the Unified Entrance Examination which consists of the Test in General Education Competency and a foreign language test.

Students of non-philological specialties have some difficulties in passing a test in a foreign language. Therefore, it is important to organize a proper preparation of students for passing the examination.

The problem of preparation of students of non-philological specialties for passing the Unified Entrance Examination has already attracted a number of Ukrainian scientists and practicing teachers (Галинська, 2021; Главацька, 2021, 2022; Зайцева, & Супрун, 2020).

In H.S. Skovoroda Kharkiv National Pedagogical University there is an optional discipline for fourth-year students aimed at students' exam preparation. The task of teaching the course is challenging for a teacher as most students have a relatively low

levels of English language proficiency, different abilities, different motivation and lack of time for preparation.

The programme for a foreign language examination was developed on the basis of the Common European Framework of Reference for Languages corresponds to levels B1-B2 on the CEFR scale.

The examination consists of six tasks. The total number of questions is forty-two. The time allocated for doing the tasks is 60 minutes.

The examination paper consists of two parts:

Reading – (Tasks 1 – 4): 22 questions that test a student's ability to work with English-language texts, understand the main idea, ability to choose the correct title for a paragraph, answer questions after reading;

Use of English – (Tasks 5 – 6): 20 questions that test a student's level of grammar and vocabulary, the ability to use words and phrases appropriately.

Let's look at the structure of tasks in more detail.

Task 1 (Questions 1 – 5). In the first task, an applicant is offered a text divided into five paragraphs (or five short texts). It is necessary to read it and choose the appropriate heading for each paragraph (short text) from the suggested list. There are three extra headings.

Task 2 (Questions 6 – 10). An applicant has to read the text and answer five questions, choosing one of the multiple-choice options.

Task 3 (Questions 11 – 16). Six short texts on one topic are given. The questions include some paraphrased information from the texts. An applicant has to match the questions with the texts. There are two extra questions.

Task 4 (Questions 17 – 23). An applicant reads the texts with six gaps, where parts of the text are missing. The questions contain the information that should be filled in. There are two extra options.

Task 5 (Questions 23 – 32). The task contains one or two texts with blanks. An applicant has to fill in the gaps with the words from four suggested options. The difficulty is that one has to choose a word from those similar in meaning, to be able to determine set expressions or collocations.

Task 6 (Questions 33 – 42). The task contains one or two texts with blanks. An applicant has to fill in the gaps with the words from four suggested grammar forms.

All the texts of the examination paper are authentic. They include the texts from printed periodicals, Internet publications, informational references and advertising booklets, and fiction. The texts are based on the following topics: everyday life, relationships, human character, healthy lifestyle, hobbies, leisure, plans for the future, weather, nature, environment, travel, excursions, culture, sports, literature, mass media, youth and the modern world, shopping, food, scientific and technological progress, prominent scientists, etc.

Both parts of the text (Reading and Use of English) check an applicant's vocabulary, ability to use vocabulary and grammar.

In order to deal with the reading tasks an applicant has to be able to understand the main idea of the text and its details; distinguish between the main facts and secondary information; establish logical connections between different parts of the

text; analyze and compare information; find the information necessary to answer the questions in the text; understand unknown English words from context.

It is essential to develop the following reading skills: predicting, skimming, scanning, reading for detail.

Students of non-philological specialties often lack vocabulary.

In order to improve reading students do exercises and enlarge their vocabulary. They read the texts on the topics that are most often used in the examination. Students do not only memorize words, they work with collocations, set-expressions, phrasal verbs and idioms. It is important to learn how a lexical unit is used in the context.

It is also recommended to learn synonyms and antonyms as well as pay attention to word-formation. Knowing the meaning of a suffix or a prefix makes it possible to guess the meaning of the word.

To improve grammar, students learn the rules and use them in practice. Students get systematic and structured knowledge of English grammar and the use of rules in various situations. Students also read texts and learn to find grammatical structures. It is also necessary to pay attention to phrasal verbs, word combinations, and use of prepositions. One should also memorize exceptions to the main rules.

Throughout the course students do the tasks adapted to the specifics and format of the examination.

Students write mock tests at the beginning, in the middle and at the end of the course. That helps to track progress, identify weak points, work on mistakes, train attention and understand how much time is spent on each block of the exam.

It is essential to learn how to manage time during the exam. It is recommended to start with Tasks 5 and 6 (Vocabulary and Grammar) and then move on to Reading tasks.

We emphasize the importance of mastering English as often as possible. One should read literature, blogs, news, articles from magazine, etc., listen to podcasts, lectures, watch YouTube channel, TED talks and other video content. That enables to enlarge vocabulary as well as widen outlook.

Preparing students of non-philological specialties for passing the Unified Entrance Examination is a challenging process. Still, under the conditions of motivation and properly organized preparation, students gain sufficient knowledge to obtain the necessary result.

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THE METHODS OF FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCY OF FUTURE SPECIALISTS IN THE FIELD OF TOURISM IN THE UNIVERSITIES OF UKRAINE

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Under the conditions of globalization and international relations development, tourism has become a powerful sector of the world economy. Future specialists in the field of tourism must have a high level of foreign language proficiency in order to be able to deal with professional tasks, promote Ukrainian tourism at the international level, contact with foreign partners both orally and in writing, take part in tourism exhibitions, deal with tourists from different countries.

Thus, it is very important for higher education institutions to develop foreign language communicative competency of future specialists in the field of tourism.

In 2018 the Standard for Training Bachelors in the field of knowledge 24 Service Industry, speciality 242 Tourism was introduced.

The standard emphasizes the development of the following general competencies: ability to work in the international context; ability to use information and communication technologies; ability to communicate in a foreign language; interpersonal skills.

Special competencies include: the ability to cooperate with business partners and clients, ensure effective communication with them; the ability to work in the international environment based on a positive attitude towards dissimilarity with other cultures, respect for diversity and multiculturalism, understanding intercultural problems in professional practice.

The practical result is being able to use one or more foreign languages at a level sufficient for conducting professional activities (*Стандарт вищої освіти України*, 2018).

The Standard doesn't mention the level of future specialists' communicative competency development in accordance with the Common European Framework of Reference for Languages and the number of credits, necessary to develop the competency.

Each higher education institution allocates the number of credits and decides on what subjects to teach.

Future specialists in the field of tourism are trained in Cherkasy State Technological University, Chernivtsi National University, Kamianets-Podilskyi Ivan Ohiienko National University, Kharkiv State Academy of Culture, Kyiv International