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METHODS OF STUDYING ENGLISH GRAMMAR MATERIAL FOR MIDDLE AND HIGHER CLASSES PUPILS OF SECONDARY SCHOOLS: TAKING INTO ACCOUNT THE COMMUNICATIVE APPROACH

Formulation and justification of the relevance of the problem. The studying of foreign languages was always necessary for people all over the world. English is a language which is spoken almost in all countries of the world. During the studying of the language we need to study the grammar of this language. As the communicative approach is important nowadays, the studying of grammar is impossible without the using of communicative approach.

Analysis of recent research and publications. Communicative approach is widely used in well-known educational institutions in the USA and Great Britain. Particularly, such universities as Cambridge University and university in Oxford suggest the using of communicative approach during studying. The works of such researches were analysed: Beaumont D., Granger C., Murphy R., Dotsenko I., Yevchuk O. As a result we suggest our research on this problem.

The purpose of the article is the inculcation of the communicative approach during the studying of grammar material. We suggest different practical tasks, exercises. While doing them the pupils learn grammar, they also learn how to communicate, they acquire communicative habits.

Grammar themes in our investigation are used often, in everyday language. The other aim of our investigation is to help pupils to study language so that they will communicate English, without achieving of higher education, as so many talented young people have such dreams, as achieving of higher education abroad.

The exposition of main material. The first grammar theme which is examined is Present Continuous. The teacher must explain when Present Continuous is used. The first exercises must not be difficult. For example, the pupils must put such verbs, as «is, am, are» into the sentences. The next exercises are more difficult. So, there are several exercises, which we suggest:

1. Use the words from the brackets to make sentences.

1. «...this week?» «No, he's on holiday». (Colin/ work)
2. Why.... ? What's the matter? (you/ cry)
3. «Tom is a teacher», «Is he? What...?» (he/ teach)
4.TV or can I turn it off? (anybody/ watch)
5. How is your Ukrainian?...better? (it/ get).

The teacher may suggest the pupils to prepare their questions, where they will use Present Continuous.

1. Read the conversation of Ken and Agatha. Put the verbs into the correct form.

Agatha: Ken! Nice to see you! What...(you/ do) these days?

Ken: I(go) to produce a film.

Agatha: Really? Is it difficult?... (you/ enjoy) it?

Ken: It is really difficult but so interesting. What about you?

Agatha: Well, actually I...(not/ work) at the moment. I.....(try) to find a job but it's not easy.

Ken: Oh, Agatha, we need a good actress. Will you participate in our movie? I know, you are a very good actress.

Agatha: With pleasure. Can I have a script?

Ken: Of course. Let's meet next week. I have your phone number. I'll call you.

Agatha: Thank you. I'll be waiting.

The pupils may write their own dialogues using Present Continuous. The themes may be different. For example, the theme of the dialogue may coincide with the theme, which students study at the lessons.

The next grammar material is «Present Simple». The exercise, which we offer:

Ask Martin about himself and his family.

1. You know that Martin plays football. You want to know how often. Ask him.

2. Perhaps Martin's brother plays football too. You want to know. Ask Martin.

3. You know that Martin reads a magazine every day. You want to know which one. Ask him.

4. You know that Martin's sister works. You want to know what she does. Ask Martin.

5. You know that Martin goes to the library a lot. You want to know how often. Ask him.

6. You don't know where Martin's grandmother lives. Ask Martin.

7. You know that Martin likes to drink tea. You don't know what tea he likes. Ask him.

8. You know that Martin cooks very often. You don't know what he cooks. Ask him.

One more exercise. The theme is the same, «Present Simple».

Add the questions in Present Simple.

1. «...to the radio every morning?» «I listen to it most mornings». [2]

2. «...in London?» «No, she lives in Paris».

3. «What time....cooking every day?» «She usually finishes at 5.00 or at 6.00».

4. «How often to the theater?» «I go about once a month».

5. «...much in your town during the summer?» «No, it doesn't rain a lot during the summer».

If we talk about «Present Simple», we can't avoid the theme «Past Simple». Let us suggest the exercise, in which we took into account the communicative approach.

A friend has just come back from Turkey. You ask him about his traveling. Write your questions.

(go shopping?) _____

(where/ stay?) _____

(sea / warm?) _____

(communicate much?) _____

(meet anybody from Lviv there?) _____

(what / eat?) _____

(places of interest?) _____

One more interesting grammatical theme is Present Perfect. The teacher explains the theme in details. The first exercise, which we offer may be the finding of Present Perfect in the text. The teacher has to prepare the texts, where the pupils have to find not less than 3 examples of Present Perfect. The next exercise is to write the letter. The pupils have to use Present Perfect in each sentence of the letter.

Exercise.

You write the letter to your friend. You tell about your news and about other people's news. Use the given words to write the sentences. Use Present Perfect.

Dear Sandra,

Lots of things have happened since I last wrote to you.

1. *My sister/ buy/ a new flat.*

2. *My father/ go/ to New York.*

3. *Bob and Jane/ adopt/ a baby.*

4. *Bill/ enter/ the university.*

5. *I/ start/ to produce a film.*

The pupils may write their own letters. For more interesting letters they can use not only Present Perfect. They also may use Topical Vocabulary from the theme they study (Meals, Traveling, My Native Country).

To revise present and past forms we suggest the following task.

Correct the mistakes in this letter using suitable present or past forms.

Dear Mrs White.

I write to you in reply to your advertisement in last Monday's Evening Argus.

At the moment, I working for Sun Travel, a company in London. I Work there for two years. Before I was joining Sun Travel, I have worked for a student travel company in Spain. I work there for a year. Before that, I have worked for Worldwide Travel in Brighton for a year. Now I would like to move back to Brighton and I look for a job with a travel company in the town.

In our investigation we can't omit the theme «Article». We offer the dialogue, which will help to remember some rules. Pupils should learn and represent this dialogue at the lesson.

The pupil visited her classmate to ask to help her. She asks about «Article».

Amanda: Oh, hello, Ann! I'm sorry, but I need some help

Ann: How can I help you?

Amanda: You know, I've missed some lessons at school. I want to know where we need to put article and where we do not need.

Ann: I'll help you with pleasure!

Amanda: So, do we need to put article before surnames?

Ann: No, we do not put them there. But if the surname is used in plural, we put article «the». For example: Browns, Greens, Shakespeares.

Amanda: Oh, I see. Do we put articles before such words, as «sun», «moon»?

Ann: Yes, Article «the». Also before the musical instruments, for example: to play the piano.

Amanda: Can you tell me where we don't to put article?

Ann: In such word combinations, before nouns, for example: to go by bus, car.

Amanda: Thanks a lot! May I ask some extra questions if I have such?

Ann: Of course, ask. I'll help you every time you need. Do you want some tea with cake?

Amanda: Thanks but I need to go. I'll phone you later.

Ann: See you!

We can also suggest such types of exercises. We take the text and tasks to it. This exercise suggests the checking of knowledge of different

grammar themes. For example, such topics, as : Present Simple, Past Simple, Present Perfect. These tasks may be given for students for tests or for the individual work. Texts may be different. They must be interesting. The information of the texts must develop student's individuality, make students educated.

Task: Read the text below. For each empty space (1-9) choose the correct answer (A,B,C,D).

Oxygen and water

(1) _____ necessary for life. Our planet, Earth,

(2) _____ both.

So, (3) _____ the earth the only planet in our solar system with life?

People (4) _____ about this for many years. Some (5) _____ the skies and seen unidentified flying objects (UFOs).

Some even say they (6) _____ aliens from other worlds. Every year millions of people (7) _____ books and (8) _____ to see films about outer space. The film «ET The Extraterrestrial», about an alien left behind on Earth, (9) _____ one of the most popular films ever made.[1]

1. A) is B) isn't C) are
D) aren't; 2. A) have B) have had
C) has D) has had; 3. A) aren't
B) is C) am D) are; 4. A)
have wondered B) wondered C) has wondered
D) wonder; 5. A) watched B) has watched
C) watch D) have watched; 6. A) meet
B) have met C) meets D) has met; 7. A)
reads B) have read C) read
D) has read; 8. A) have gone B) has gone
C) goes D) go; 9. A) is B)
are C) be D) am.

Also such variation of tasks may be suggested.

Complete the text with the proper forms of the words in brackets.

Beginning Shows the End.

Blind people have a sense of touch that (1) _____ (help) them see what they can't see with their eyes. Once there was a blind man who (2) _____ (have) a super-sense of touch. By and by the fame of his extra-keen sense of touch spread far and wide and one day reached the (3) _____ (king) court as well. The king (4) _____ (not believe) it. He said that he (5) _____ (test) it personally.

So, the blind man (6) _____ (summon) to the court for the test. He (7) _____ (give) a seat and on the king's bidding, a wolf-cub (8) _____ (place) on his lap. The blind man (9) _____ (caress) every part of the cub's body to know its reality.

The king asked , «What (10) _____ (be) this baby-animal?» Blind man replied, «Your Honour! It may be a wolf-cub

or a fox-cub. But certainly, I can say that it (11) _____ (be safe) to trust it in a sheep-fold»,

The king (12) _____ (highly, be pleased) at the blind man's reply and rewarded him handsomely.

We may propose to the students to make such tasks to each other. They find the texts, compose the tasks and exchange them. It must be interesting. But the level of the texts and the tasks must be identical. Students may check the works by themselves or professors may check these works.

We also take such theme as «Modal Verbs». When we request, offer or suggest something we use modal verbs in many cases. The task is: write what you could say in these situations using the words in brackets.

Example: You offer to make someone a cup of tea. (Shall?)

Shall I make you a cup of tea?

You ask the waiter for the menu in a café. (Could?)

You ask your teacher to explain the theme «Article» to you. (Could?)

You ask a friend to lend you his car. (Would?)

You are carrying a lot of bags. You ask your friend to help you. (Would?)

You offer to show your brother how to use a photocopier. (Shall?)

You suggest to your sister that you have a walk in the park. (How about?)

You invite someone to the theatre this evening. (you like?)

You ask a friend to suggest where you can meet next week. (shall we?)

You suggest to your son that you go swimming this weekend. (Let's)

Conclusions and prospects for further researches of direction. In our article we considered such grammar themes as «Present Simple», «Past Simple», «Present Perfect», «Article» and suggested the exercises, taking into account the communicative approach, as it is the best way to learn English, be able to communicate abroad, to study abroad, to open new ways & to be educated.

In our future works we'll also take into account the communicative approach, while suggesting the exercises, tasks or tests.

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ВІДОМОСТІ ПРО АВТОРА

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СИСТЕМА ВИЩОЇ МЕДИЧНОЇ ОСВІТИ В УКРАЇНІ В 1941–1991 рр.

Постановка та обґрунтування актуальності проблеми. Педагогіка вищої освіти включає як необхідну складову дослідження системи освітніх закладів, яка є організаційним фундаментом освітнього процесу. Мається на увазі структура і функції закладів освіти, їх повноваження, процес управління ними, їхня матеріальна база – те, що складає передумови і визначає загальні рамки освітнього процесу.

Дослідження освіти як реального процесу потребує історичного погляду на систему вищої освіти в певній країні. Безперечно, це стосується й вищої медичної освіти України. Утворити загальну теоретичну модель медичної освіти неможливо без детального аналізу історії освітніх медичних закладів. Сучасна система медичної освіти в Україні сформувалася на певній основі, і такою основою були радянські медичні ВНЗ. Без урахування цього факту стають незрозумілими й процеси в медичній освіті незалежної України. Звертаючись же до радянського періоду, треба зазначити, що формування радянської освітньої системи загалом завершилося до початку другої світової війни. Наступний час можна вважати зрілим періодом функціонування цієї системи. Названа обставина зумовлює вибір хронологічних рамок дослідження.

Аналіз останніх досліджень і публікацій. В сучасній історично-педагогічній літературі бракує теоретичного узагальнення окресленого предмета дослідження. Окремі відомості подаються в виданнях, в яких йдеться про ті чи інші медичні ВНЗ України [1; 4; 6; 8; 9; 11]. Відомості щодо окресленого періоду містяться також у загальних роботах, присвячених історії медичній освіті [2; 5; 12; 13]. Загальний огляд системи медичної освіти України зазначеного періоду є доречним.

Мета статті – виявити основні характеристики й тенденції розвитку системи вищої медичної освіти України в період з 1941 до 1991 рр.

Виклад основного матеріалу дослідження. На кінець 30-х років ХХ ст. кількість медичних ВНЗ в Україні досягла 14. Серед них були медичні інститути в Харкові (два інститути), Києві (два інститути), Львові, Одесі, Дніпропетровську, Сталіно (Донецьку), Вінниці; стоматологічні інститути в Харкові й Києві; фармацевтичні інститути в Харкові, Дніпропетровську, Одесі. Після початку війни в 1941 році більшість медичних закладів України були перебазовані на Схід. У Львові в 1942–1944 роках існували створені розпорядженням німецької окупаційної адміністрації на базі Львівського медичного інституту медичні фахові курси. Їхні навчальні