

Mathematics is a universal language to describe processes and phenomena of different nature without which neither qualitative training of specialists nor effective work is possible nowadays.

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TEACING ENGLISH FOR SPECIFIC PURPOSES IN THE PROCESS OF EUROINTEGRATION: IMPROVING SPEAKING SKILLS VIA APPROPRIATE CORRECTION TECHNIQUES

The recognition of Ukraine in Europe as an independent state, its entry into the single European educational space requires the revision of teaching foreign languages for specific purposes policy in training students in non-linguistic higher educational institutions.

Nowadays the important role of speaking in a foreign language communication is increasing due to the extension and deepening of international relations and interpersonal contacts, Ukraine participation in various exchange programs and rapid widening of new communication technologies in international communication.

Errors and mistakes in the process of developing speaking skills are inevitable. How to deal with them?

One theory of language learning states that making mistakes should be viewed as positive [3:134]: language mistakes are a sign that our learners are learning something. It is thus possible to see language errors as ‘learning steps’ that we can learn from [4:13-17]. In the process of studying our students are trying things out, testing their knowledge and skills and making mistakes as a part of their language-learning development. Many scientists point out that we should not see mistakes as negative, while the others have opposite point of view. We support those who consider correcting learners as a positive thing, as “a way of giving information, or feedback, to your students, just when it will support their learning” (Edge 1989:17).

So, the above mentioned problem has been actual till nowadays. It should be viewed carefully especially in the process of teaching English for Specific Purposes (ESP) in higher educational establishments because of its peculiarities. The first is that Curriculum 2005 considers speaking to be the most important skill for the professional carriers of ESP students and sees it as a tool for solving problems connected with future activities in industrial and economic spheres of our life, that, in its turn, may allow the presence of small quantity of mistakes in speech, that will not lead to misunderstanding in communication in professional area. The second is the shortage of hours given for teaching of this subject and, thus, the impossibility to correct each mistake in order to economize the time at the lesson that results in the necessity of finding efficient ways of correcting mistakes in students’ speech. Having analyzed many scientific sources [2; 3; 4; 5; 6; 7] we suggest the following ways of solving this problem.

From the beginning we need to differentiate between an error and a mistake. An error in the use of a linguistic item such as a word, a grammatical item or a speech act results from

incomplete knowledge while a mistake made by a learner when speaking might be caused by lack of attention, fatigue, carelessness or some other aspect of performance. An error occurs because the learner does not know the correct form and cannot produce it at this stage of learning. Errors are classified according to vocabulary (lexical error), pronunciation (phonological error), grammar (syntactic error), misunderstanding of a speaker's intention or meaning (interpretive error), production of the wrong communicative effect (pragmatic error). All these errors can ruin communication and must be corrected carefully by a teacher.

A mistake can be considered a slip of the tongue as the learner knows the correct form but has temporarily forgotten it. A learner can probably correct his or her own mistakes. For example, a teacher is asking about his/her learner's plans for the future weekend. Instead of using *be going to* or *Present Continuous* structures the student uses *Present Simple* but then corrects his/her own mistake remembering which structures must be used in this context.

So errors are "more dangerous" in speech acts and in this article we will discuss only the ways of correcting errors in different speaking activities.

Teachers can vary their error correction strategies according to learners' personalities, by correcting shy learners less and encourage them to communicate and correcting stronger learners more, so they are challenged.

Teachers should *interrupt learners* if they make an error when:

- they want learners to be accurate, for example when practising a new grammar structure or vocabulary;
- learners are constantly wrong in practising some kind of language items.
- During accuracy activities a teacher should correct frequently.
- Teachers can *give a delayed feedback* in the following situations:
- learners are in the middle of an activity (a role-play or a group discussion);
- if a shy or not very strong learner is trying to communicate;
- if a learner is trying to express a complex idea;
- if a learner is trying to express something of personal significance or emotional content: the message is more important than correct English.

During fluency activities, errors are not ignored totally: a teacher can monitor a group or pair work activity, make a note of errors and wait until activity is finished to correct them.

Here are some ways of giving a delayed feedback:

- the teacher writes down individual learners' errors on a piece of paper and hands each learner his/her own errors and corrections;
- the teacher gives the explanation about something that was wrong;
- observers are used who write down errors and give feedback later;
- the teacher prepares a remedial lesson on problems which are common to many members of the group.

Teachers can *help learners to self-correct or correct each other's spoken errors* by:

- making a gesture;
- indicating the nature of the error, by saying, for example, *Passive Voice*;
- stressing the incorrect form;
- repeating the sentence with a pause where the error was made;
- repeating the sentence with a questioning intonation;
- asking the whole class or another learner for the correct form;
- asking learners to write down errors made and correct them in the end of the activity.

While applying this way of correcting errors we should consider the following aspects: some learners might feel superior to others, in some cultures it is not possible to criticize each other, the same people might always answer, the learner who is corrected might feel embarrassed and not

contribute so in future classes. The most positive thing in using this technique is that learners really can learn from each other and they can feel more confident and independent.

So we have touched upon several techniques in correcting errors in students' speech. We hope they will allow you to choose the appropriate ones according to the purpose of speaking activity, its complexity and importance, the people who are involved in it. We will consider the problem of correcting mistakes in our further investigation.

Literature

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TESTEN IM DEUTSCHUNTERRICHT: METHODISCH-DIDAKTISCHE ANSÄTZE

Die Praxis des Prüfens und Testens beim Fremdsprachenlernen wird in der letzten Zeit vielfältiger, gewinnt an großer Bedeutung im Rahmen der Integration der Ukraine in die Europäische Gesellschaft und fordert bestimmte Veränderungen und Neuorientierungen im Zusammenhang mit fortschreitenden wissenschaftlichen Forschungen und technischen Errungenschaften. Infolgedessen treten die Fragen über die Funktionen, Ziele und Auswirkungen des Testens und Prüfens im Deutschunterricht, die Begründung von Komponenten im Prüfungsverfahren, Güterkriterien und Aufgabenformate von Tests in den Vordergrund.

In der vorliegenden Publikation wurde ein Versuch vorgenommen, methodisch-didaktische Aspekte des Testverfahrens aufzuzeigen und Grundlagen der Testerstellung festzulegen.

Die Problematik der Testentwicklung wurde in den Werken von S. Ballweg, R. Grotjahn, W. Hallet, W. Kieweg, K. Kleppin, O. Kwasowa, M. Mitina, O. Molokovych, M. Perlmann-Balme, T. Studer erörtert.

In der Geschichte der internationalen Fremdsprachendiagnostik versteht man unter „Tests“ methodisch durchdachtes Verfahren, mit dem das Niveau von einer oder mehreren vorherbestimmten sprachlichen Fähigkeiten oder Fertigkeiten bei Lernenden überprüft werden kann. Die Diagnostizierung, Überprüfung und Bewertung von Studentenleistungen im Deutschunterricht erfolgt mittels verschiedener Handlungsmöglichkeiten, deren Wahl vom Lernziel bzw. Lerninhalt, von den Rahmenbedingungen des Lernprozesses abhängt. Diese Handlungsmöglichkeiten bezeichnen wir als Testen und verstehen darunter die Situation, in der „die Prüflinge durch eine klare und eindeutige Aufgabenstellung zu Handlungen bzw. Reaktionen veranlasst werden. Sie sollen z.B. dazu gebracht werden, einen Text so weit zu verstehen, dass sie auf bestimmte Fragen die vom Aufgabensteller gewünschten Informationen geben können;“ [1, S.15].

Tests haben viel mehr Vorteile im Vergleich zu den traditionellen Überprüfungsformen, und zwar:

- sie lassen ein breites Spektrum von Lernmaterialien einschließen und damit verschiedene Sprachfertigkeiten überprüfen;