

Міністерство освіти і науки України
Харківський національний університет будівництва та архітектури
Pace University (New York, US)
Міжнародна науково-педагогічна організація філологів
«ЗАХІД-СХІД» (м. Тбілісі, Грузія)



Інновації та традиції у мовній підготовці студентів

Матеріали
міжнародного науково-практичного семінару
(6 грудня 2019 року)

Харків
2019

УДК 001-80
I-66

I-66 Інновації та традиції у мовній підготовці іноземних студентів :
збірник статей за матеріалами міжнародного науково-практичного
семінару. – Х. : Видавництво Іванченка І. С., 2019. – 438 с.
ISBN 978-617-7675-00-7

У збірнику статей висвітлюються актуальні проблеми застосування у навчальному процесі традиційних та інноваційних технологій, порушуються питання навчання української мови, міжкультурної комунікації та проблеми методики викладання української/російської мови як іноземної, досліджуються прийоми та навички розвитку комунікативних компетенцій іноземних слухачів, основи професійно-мовленнєвого спілкування іноземними мовами, а також інноваційні методи викладання мовних дисциплін українською та іноземними мовами.

Матеріали друкуються в авторській редакції. За зміст, якість редагування, відповідність фактичного матеріалу та посилань відповідають автори.

УДК 001-80

ISBN 978-617-7675-00-7

© ХНУБА, 2019

Зміст

Зміст.....	3
Авдеенко Ю.И. (ХНАДУ) РАЗВИТИЕ СУФФИКСА -СК В СЛОЖНЫХ ПРИЛАГАТЕЛЬНЫХ И ЕГО ФУНКЦИОНИРОВАНИЕ В СОВРЕМЕННОМ РУССКОМ ЯЗЫКЕ.....	10
Агібалова Т.М. (НТУ "ХПІ") INVESTIGATION OF THE NATURE OF FOSSILIZED ERRORS IN THE PROCESS OF FOREIGN LANGUAGE ACQUISITION.....	15
Адамия З.К. (Цхум-Абхазская АН ИРЯЛ, Международная научно-педагогическая организация филологов ISPOP) ПРОБЛЕМЫ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА МАТЕМАТИКИ ИНОСТРАННЫМ СТУДЕНТАМ	18
Алексєенко Т.М. (ХНУ ім. В.Н. Каразіна) ГЕЙМІНГОВІ ПРИЙОМИ В НАВЧАННІ ПРОФЕСІЙНОГО СПІЛКУВАННЯ ІНОЗЕМНИХ СТУДЕНТІВ-МЕДИКІВ.....	21
Алпатова О.В. (ХНУ ім. В.Н. Каразіна) ФРАЗЕОЛОГІЗМИ НА ПОЗНАЧЕННЯ МОРАЛЬНОСТІ ЯК ЗАСІБ ВИХОВНОГО ВПЛИВУ НА СТУДЕНТІВ-ІНОЗЕМЦІВ (ЛІНГВОКУЛЬТУРОЛОГІЧНИЙ АСПЕКТ).....	23
Артёмова О.І., Ушакова Н.В. (ХНАДУ) ОСОБЛИВОСТІ НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ ПОЧАТКОВОГО ЕТАПУ ПИСЬМОВОГО МОВЛЕННЯ З ВИКОРИСТАННЯМ МУЛЬТИМЕДІЙНИХ ПРОГРАМ.....	27
Balasanian O.D. (ХНЕУ ім. С. Кузнеця) CREATIVE THINKING AS AN ENHANCING LEARNERS' COGNITIVE ACTIVITY FACTOR.....	31
Безкоровайна Г.Т. (МПУ) ЯЗЫКОВАЯ КАРТИНА МИРА ЧЕРЕЗ ТОЛКОВЫЕ СЛОВАРИ (НА ПРИМЕРЕ ТОЛКОВАНИЯ ЛЕКСЕМ LADY/LORD/GENTLEMAN).....	33
Безкоровайна Л.С. (ХНАДУ), Штыленко Е.Л. (ХНТУСХ) ОБРАЗОВАНИЕ НА АНГЛИЙСКОМ ЯЗЫКЕ: ПРЕДВАРИТЕЛЬНЫЕ ИТОГИ И ТРУДНОСТИ ТЕКУЩЕГО ПЕРИОДА.....	37
Бессонова Н.Н. (ХНУСА) ОБЩАЯ МЕТОДИКА И ЭТАПЫ КОНСТРУИРОВАНИЯ ТЕСТА ПО РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ.....	41
Білецький В.С. (НТУ "ХПІ"), Онкович Г.В. (КМУ), Ткаченко М.В. (ПНТУ) ІНЖЕНЕРНА БЛОГОДИДАКТИКА У ПРОЦЕСІ НАВЧАННЯ МАЙБУТНІХ ФАХІВЦІВ НАФТОГАЗОВОЇ СФЕРИ.....	46
Білик О. М., Брагіна Т. М. (ХДАК) ВИВЧЕННЯ РОСІЙСЬКОЇ МОВИ В ІРЛАНДІЇ.....	51
Близнюк Л.М. (УДУЗТ) ВИКЛАДАННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ В УМОВАХ ПОЛІКУЛЬТУРНОГО СОЦІУМУ.....	55
Боголюбова М. М. (КМУ), Запорожченко М.В. (МОІШПО), Ляліна О.О. (КМУ) ВИКОРИСТАННЯ МЕДІАОСВІТНІХ ТЕХНОЛОГІЙ ПРИ НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ У ВИЩІЙ ШКОЛІ УКРАЇНИ (огляд дисертацій).....	58
Божко Н. М. (ХНАДУ) ІМЕНА АРТЕФАКТІВ – ВАЖЛИВА СКЛАДОВА СЛОВНИКУ СУЧАСНОЇ МОВИ.....	62
Валит Е. С. (ХНУ ім. В.Н.Каразіна) МЕТОДИКА ВИКЛАДАННЯ ПРЕДМЕТА «ФОЛЬКЛОР» В ГРУПАХ ГУМАНІТАРНОГО ПРОФІЛЮ З УКРАЇНСЬКОЮ МОВОЮ НАВЧАННЯ НА ПІДГОТОВЧОМУ ВІДДІЛЕННІ	66
Валіт О.С., Режко В.А., Хом'якова О.В. (ХНУ ім. В.Н.Каразіна) ВИВЧЕННЯ МОВОЗНАВСТВА НА ПОЧАТКОВОМУ ЕТАПІ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ.....	68
Варава С.В., Пушкарева Е. Н. (ХНУ ім. В. Н. Каразіна) О СОЗДАНИИ РАБОЧЕЙ ПРОГРАММЫ «АНГЛИЙСКИЙ ЯЗЫК» ДЛЯ ПОДГОТОВИТЕЛЬНЫХ	

- Теорія та практика навчання російської мови іноземних студентів-нефілологів : Тем. зб. наук. праць.* Харків : ХДУ, 1993. – С. 3-8
3. Бовтенко М.А. Компьютерная лингводидактика: Учебное пособие. М.: Флинта: Наука, 2005. – 216 с.
4. Федотова Н.Л. Методика преподавания русского языка как иностранного. Задачник к практическому курсу. СПб. : Златоуст, 2013. – 200 с.

O.D. Balasanian
Simon Kuznets Kharkiv National University of Economics
Kharkiv, Ukraine
elenabalasanian@gmail.com

CREATIVE THINKING AS AN ENHANCING LEARNERS' COGNITIVE ACTIVITY FACTOR

Creativity is a term used today everywhere. And what is creativity? What do we mean when we use this term. This concept has become widespread in various fields of contemporary culture: in business, politics, science, contemporary art. Modern dictionaries interpret "creativity" as the creative ability of an individual, characterized by a readiness to produce fundamentally new ideas; the ability to come up with new ones that deviate from traditional or accepted thinking patterns and are part of the structure. In modern society, in various fields of professional activity, creativity is one of the leading factors in a person's success.

Currently, there are many approaches, trends and theories of creativity due to the lack of a single and clearly defined definition of this category. Creativity is seen as "the complete opposite of template thinking, leads away from banal ideas and boring, familiar look at things, gives birth to original solutions" [1, p. 61].

Creativity is the creative potential of personality, its creative abilities, which are manifested not only in the original products of activity, but also in thinking, feelings and communication with other people. The creative personality is usually distinguished by interest and increased sensitivity to everything complex, unusual, openness to the new. It is characterized by plasticity, is an independent factor of giftedness and does not necessarily correlate with the level of intelligence of the individual and the success of its education.

As criteria of creativity it is expedient to consider a complex of certain properties of intellectual activity: 1) speed (the number of ideas that arose during a certain time unit); 2) originality (the ability to produce " a unique ideas" that differ from conventional, typical answers); 3) receptiveness (the ability to sense unusual details, contradictions and uncertainties, as well as the readiness to move flexibly and quickly from one idea to another); 4) metaphorical (readiness to work in a fantastic, "impossible" context, a tendency to use symbolic, associative means to express one's thoughts, as well as the ability to see the difficult in the simple, and simple in the difficult).

Among the conditions that stimulate the development of creative thinking, scientists highlight the following:

- situations of incompleteness or openness, as opposed to firmly defined and strictly controlled ones;
- permission to ask questions and to encourage more questions;
- promoting responsibility and independence;

- accentuation of independent developments, observations, feelings, generalizations;
- attention to the interests of children by adults and peers”[3, p.360].

Creative training is a creative process, as a result of which it is possible to create subjects of educational activity of products, characterized by novelty, independence and originality of decisions, that is, an activity capable of satisfying the need for personality in self-development and creative expression, aimed at increasing the students level of motivation and emotions.

“The main task of creative learning is to discover the creative potential and transform the personality into an active and creative person and in relation to studying at the university - to acquire a student of his creative personality. To do this, it is necessary to teach the student not only to acquire knowledge, but to think independently and creatively, to generate new ideas, to have his own judgment, to be able to argue and defend its in discussions, to make non-standard decisions, to demonstrate the ability and willingness to apply creative qualities in practice»[2, p. 152].

Each student's development of creativity is individual. To develop creative thinking means to form and refine mental operations: analysis, synthesis, comparison and generalization, classification, planning, abstraction, and to possess such characteristics of thinking as criticality, depth, flexibility, breadth, speed, variability, and also to develop different content knowledge imagination.

It is the presence of these qualities that allows students to easily master the disciplines, and is also a necessary component of their future professional activity. Solving creative tasks gives students the ability to develop competence, empathy, the ability to make contacts and without loss to allow for possible conflict situations in their professional activities, the ability to quickly respond to changing conditions and find adequate ways to get out of a particular professional or life situations.

According to foreign authors, the theoretical basis of such learning can be the theory of creativity, in the framework of which "12 learning strategies for creativity" are developed: 1) to be an example for imitation: the one who teaches creativity must find the source of creativity in himself; 2) to encourage doubts that arise in relation to generally accepted assumptions and assumptions to teach everyone to learn things and situations that should be in a doubt; 3) decide to make mistakes, because the fear of making mistakes leads to the fear of taking risks, thinking independently; 4) encourage reasonable risk: creative personalities must take risks as they pave the way for newcomers to the past; 5) include sections in the curriculum that would allow students to demonstrate their creativity, test the material so that students have the opportunity to apply and demonstrate their creative potential, well, if the tasks begin with words: suppose, make, invent, propose a hypothesis; 6) Encourage the ability to find, formulate and redefine a problem, as the ability to make choices is a skill that you also need to master; 7) encourage and reward creative ideas and creative output as students are extremely sensitive to what the teacher values; 8) provide time for creative thinking, as creativity is a process that takes time and imagined effort; 9) encourage tolerance for uncertainty and incomprehensibility: when there is a lack of time or an opportunity to "endure" a period of uncertainty, the ideas that emerge are usually premature and suboptimal; 10) prepare for the obstacles encountered in the path of the creative personality: creativity is not only the ability to think creatively, but also the ability not to give up; 11) to stimulate further development, to convey to the students the idea: there is no end in creativity; 12) to find a correspondence between the creative personality and the environment, to prepare students for what they must either find, or to create by themselves the conditions under which their creative talents would be encouraged [4, p.78].

The process of forming students' experience of creative thinking consists in purposeful interaction, co-creation of the teacher and students in adequate specially organized conditions with the use of necessary mechanisms, forms and methods of organizing lessons.

A creative thinking skill is a building block to develop the cognition of the children. The learners can solve any problems intuitively and analytically through the application of creative thinking skills. The affective and cognitive factors are vital to develop creative thinking skills of the children. They can develop the creativity through self-confidence, self-efficacy and motivation. The self-efficacy is very inevitable for the learner to be self-regulated which enhances cognitive development. When learners become self-regulated, they will develop the creative thinking skills. The self-confidence and self-capacity can help to accomplish any complex tasks on their own endeavors through creative thinking skill. Motivation, metacognition, and cognitive strategies are fundamental and essential facets to develop the creative thinking skills.

According to Nagaraju [5, p. 96] if the individual learners are instructed and behaved on the basis of their individual differences, their creativity will be developed. Intelligences play a vital role to strengthen creative thinking skills of the learners. The multi-intelligences can be fostered through academic instruction and special training. Children can achieve mastery in more than two intelligences which depend on the individual differences. Multiple intelligences are not inborn and innate endowment of human beings. However, they can be acquired through academic and non-formal instruction. So children's creative thinking skill can be enhanced through multiple intelligences. In order to develop the creative thinking skills of the learners, there should be innovation and improvement in the syllabus, teaching materials, teaching methodology, efficiency of the instructors which help to develop the creativity of learners effectively. The learner-centered syllabus should be with well-graded and sequenced tasks in terms of task complexity. Well-equipped teaching and learning materials can help to promote creative thinking skills of the learners. Forms and methods of organizing lessons are used in the complex and depend on the tasks of a particular stage of formation.

References

1. Кохановская Д.Р. Развитие креативности студентов университета при изучении дисциплины «Информационные технологии» // Научно-методический электронный журнал «Концепт». – 2014. – Т. 21. – С. 59–63.
2. Остроумов А. И., Остроумова О. Ф. Креативность и креативное обучение как слагаемые модернизации образования // Исторические, философские, политические и юридические науки, культурология и искусствоведение. Вопросы теории и практики. Тамбов: Грамота, 2013. – № 2 (28). – Ч. 1. – С. 149-153.
3. Carter R. Language and Creativity: The art of common talk. London : Routl, 2004. 187 p.
4. Guilford J.P. Creativity. // American Psychologist. – Volume 5. – Issue, 1950. – P. 444–454.
5. Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference. – Strasbourg, 1996. – 187 p.

*Безкорвайная Г.Т.
Московский политехнический университет,
Высшая школа печати и медиаиндустрии
Москва Россия
Begati1@yandex.ru*

ЯЗЫКОВАЯ КАРТИНА МИРА ЧЕРЕЗ ТОЛКОВЫЕ СЛОВАРИ (НА ПРИМЕРЕ ТОЛКОВАНИЯ ЛЕКСЕМ LADY/LORD/GENTLEMAN)

Язык как зеркало культуры отражает реальный мир, общественное самосознание народа и его национальный характер. Язык способствует тому, что культура может быть как средством общения, так и средством разобщения людей. Как известно, Гумбольдт применил диалектический метод к анализу языка, в соответствии с которым мир рассматривается