

**СЕКЦІЯ
МЕТОДИКА ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ У ВНЗ**

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**BUILDING THE NEW HANDWRITING SKILLS AS THE INITIAL
COMPETENCE OF FUTURE TEACHERS OF ENGLISH**

Modern programs of teaching English at the university from the very elementary stages do not include a single lesson devoted to handwriting formation. Moreover tutors never pay thorough attention to the students' handwriting. As the result we have a great diversity of handwriting modes with no standard at all among students .

Speaking of standards of teaching any foreign language and taking into consideration the necessity of further development of writing skills, teaching handwriting is a matter of the highest priority, which should be the first and foremost task on the first stage of teaching first year students during the introductory course.

If we accept the previous statement, the next step should be introducing New Nelson Handwriting as the only suitable to the European standards of teaching English mode of written speech. The unification alongside with the simplification of handwriting skills is extremely important to improve the situation where a special individual written mode turns out to be unacceptable even illegible in some cases.

This handwriting policy is designed in response to statutory guidelines in the English language. Handwriting is an essential enhancement of the quality and content of written work and is a skill which should be taught, developed and paid attention throughout the academic course.

Handwriting currently has low status and profile in literacy education. Handwriting is more than just a motor skill and may make a very important contribution to students composing of text. Research, appropriate assessment and focused intervention could all make a significant contribution to students writing progress and might positively affect the progress of those who struggle with writing.

So to form general graphomotor competency by the way of acquisition of certain graphomotor skills and motor learning leads to a better training specialist philologists of two specialties. The aim of communicating the ideas in writing requires a legible, fast and flowing hand. There are some situations which call for a higher standard of presentation and this gives added purpose to the writer.

In addition, the use of different handwriting for different purposes is encouraged: print for labeling maps and diagrams; a clear, neat, hand for finished work; writing for display; a faster script for notes.

Writing is a way to record information and events, a tool for communication and a means to project feelings, thoughts and ideas. It is often one of the first tasks taught to students. Writing within the above mentioned tasks continues throughout the academic careers of students and is used to take written tests, compose stories, take notes in class, copy numbers and communicate with friends. Writing continues to be used throughout their lives.

Learning to write legibly is a complex task of childhood and therefore is not uncommon for problems to arise during this learning process. Students may have illegible script, lack of automaticity of writing and therefore be unable to keep pace with their peers.

New Handwriting is primarily a physical process therefore the level of motor development is an important gauge again which to measure his or her New Handwriting need. The attention needs to be paid not only to the shape formation of individual letters and their relative heights, but also to the spacing of word and lines of writing. The development of a natural, fluent,

individual style is dependent however upon certain conditions being fulfilled. Nelson New Handwriting has a reputation for excellence based on its proven success and the confidence it inspires in teachers and students. It introduces joined up handwriting .

Nelson New Handwriting is the most widely used handwriting scheme in schools throughout the UK although not comprehensive. Nelson New Handwriting help student work out and practice essential key skills needed to format legible handwriting. The whole stock of Nelson New Handwriting principles consists of unjoined script and joins. There are lower case letters, capital letters and numerals. It is recommended to use a sharpened pencil to practice joins and to slope the paper slightly to the right for better results. There are some patterns the joins are based on, for example the upswing in the swings pattern.

Thus the implementation of the correction course for handwriting based on a new half joined script should be recommended for all the students of philological specialties.

Література

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ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ В ВУЗЕ

Основная задача высшего образования заключается в формировании творческой личности специалиста, способного к саморазвитию, самообразованию, инновационной деятельности. Ее решение возможно только путем перевода студента из пассивного потребителя знаний в активного их творца, умеющего сформировать проблему, проанализировать пути ее решения, найти оптимальный результат и доказать его правильность.

Происходящая в настоящее время реформа высшего образования связана по своей сути с переходом от парадигмы обучения к парадигме образования. В этом плане следует признать, что самостоятельная работа студента (СРС) становится практически основой образовательного процесса. Это предполагает ориентацию на активные методы владения знаниями, развитие творческих способностей студентов, креативности и интерактивности.

Следует отметить, что уровень и сложность заданий для СРС зависит от курса обучения, что определяет целевую направленность. Так, на 1-2 курсах наиболее эффективными будут такие формы проведения СРС, как написание эссе или обзора по рекомендуемой теме с привлечением дополнительного материала из литературных источников и информационных ресурсов Интернета.

На старших курсах СРС должна способствовать развитию творческого потенциала студентов и реализации профессиональных навыков. Следует отметить такие формы организации самостоятельной работы студентов как презентация – выбор студентами определенной темы и выражения своего видения какого-либо аспекта, рассматриваемого в презентации. Оценивается презентация по критерию степени раскрытия темы, степени интереса, вызванного у слушателей, профессионализму; деловая игра – ролевая или командная, вырабатывающая навыки для будущей профессиональной деятельности;