

тексти законодавчих та правових нормативних актів, різних видів судових промов; обґрунтовувати й адекватно формулювати тексти судових рішень тощо [3, с. 115–116].

Отже, рівень сформованості мовної, мовленнєвої й комунікативної компетенції майбутніх юристів є показником їх готовності до професійної діяльності, необхідною умовою й засобом їх професійної самореалізації. Тому, ми вважаємо, що вивчення дисципліни «Українська мова (за професійним спрямуванням)» має бути обов'язковим елементом їх фахової підготовки, а вимоги до мови і мовлення включені до професіограм спеціалістів юридичного профілю.

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TEACHING GRAMMAR WITH MYGRAMMARLAB PLATFORM

Анотація. Автор хоче передати свій досвід викладання граматики на прикладі використання комп'ютерної платформи MyGrammarLab, її методики та самого підручника, розроблених методистами видавництва Pearson, і це дає можливість викладачеві плідно готувати студентів до закріплення матеріалу, плавно підводячи групу до правильного вживання граматичних форм як при усному мовленні, так і при виконанні письмових завдань. Автор детально подає засвоєння групою теми *Passive Forms* при використанні MyGrammarLab, відео матеріалів і достатньої кількості граматичних вправ. Граматичні вправи можна миттєво перевірити, що дає можливість проаналізувати помилки і акцентувати увагу на тих нюансах, які потребують повторення.

Ключові слова: метод викладання граматики, граматичні форми, закріплення теми, письмові завдання, відеоматеріали.

Abstract. The author would like to share her experience of teaching grammar based on online platform MyGrammarLab, methodical developments and software, created by methodologists of the Publishing House Pearson and it gives a possibility to the teacher to use a best possible way of preparing the students to master the topic, channeling the class to proper usage of grammar rules helpful in both: oral discussions and written exercises. The author presents the process of mastering *Passive Forms* based on online platform MyGrammarLab, its video materials and a sufficient number of grammar exercises. Grammar exercises could be checked up instantly and it gives an opportunity to analyze possible mistakes and focus the attention on those moments that require reviewing.

Key words: *methods of teaching grammar, grammar forms, to master the topic, written exercises, video materials.*

MyGrammarLab is a three level grammar series that teaches and practices grammar through a unique blend of book, online and mobile resources. In September 2019, we started using MyGrammarLab with the first year students, IR speciality. We really enjoy the textbook as it offers my students the opportunity to study grammar in the way that best suits the needs of young people living the 21st century, the age of new technologies and new ideas quite different from the ones we all still cling to. We have an opportunity to have as much practice as we find it necessary and be sure that each grammar point is learnt and can be used in the context of real communication.

MyGrammarLab offers clear and simple explanations based on the Longman Dictionaries Defining Vocabulary of 2000 words to ensure full understanding of the grammar. It is possible to see fully interested eyes of my students as formal and dull way of explaining the grammar rules is not our choice.

We see natural examples illustrating the grammar points and topic-based approach presenting grammar in context. We do a variety of exercises: from very simple to contextualized and personalized. Each module ends with review sections to revise the grammar points. What is most useful and challenging for my students is checking whether they have fully understood the grammar rules and MyGrammarLab offers the students different tests that focus on the most important points of the grammar rules. They show the students how much they know and whether they need more practical work. The students do tests, and they all are hidden from students and then it is quite easy to check up their work and see possible mistakes. Marking is automatic as is the reporting of grades into the class gradebook. With its learning hints and tips, immediate feedback, automatic grading, grammar tutor videos, the course appears ideal.

So, the recommendations like «Choose your materials wisely», «Get a clear idea about the contexts in which learners use their Business English», «Be businesslike but keep energy levels high» are fully realized in the classroom with MyGrammarLab [1].

Students have specific needs and look for a very practical application of their newly learned grammar skills. When it is your job to get your business English students comfortable, fluent and ready for the working world, MyGrammarLab may help you in the process. My first year students have certain expectations as usually most students have, I mean, their progress in studying Business English and again, MyGrammarLab is one of the keys you need to be successful as a teacher of Business English.

I like to present a way of mastering the passive voice. It may seem like a contradiction, but there is nothing «passive» about learning the passive voice. At the beginning of most English courses at school or various teaching programs, students focus on learning active voice structures. It is usually the easiest way for them to phrase sentences but as students progress in their studies and enter University, they encounter passive voice sentences. Since this is an entirely new structure, spend plenty of time on the introduction and conduct several comprehension checks along the way. Students need to be as «active» as ever and fully engaged in their learning.

However, it is the teacher, who should engage the students. In addition, we are coming to the question: How to get students actively engaged in learning something, they

think, as tedious as the passive voice? Of course, we use actions: by showing them that there is plenty of action involved, but that the focus is not on the doer of the action, the one who is carrying out the action, but rather whoever or whatever is acted upon.

Passive Voice: Active Approach

Traditionally, the teacher is standing in front of his or her class, dropping a pen or putting something on the desk, asking the students what has just happened. The usual answer is: «You have dropped a pen or something else on the floor, or put a book on the desk». Using MyGrammarLab, we listen to the explanation of a very nice grammar teacher, explaining key grammar points through short video presentations.

Now, I would like to show my lesson with MyGrammarLab. Before we start, I suggest reading the text, in our case it is a life story of Yves Saint Laurent [1]. We easily detect highlighted grammar examples, dedicated to the sentences with predicates in the passive: is considered to be, have been copied, etc. We thoroughly analyze the sentences, focusing on their passive character.

Then we are offered a number of sentences, in which we choose the correct words in italics. So, we are ready to watch short video presentations clearly explaining key grammar points of the passive structures. We again come back to the exercise in which we were offered to choose the correct words in italics. We check up our answers with tips given at the very bottom of the page. **Point to the first sentence and ask if the subject is doing the action.** They should say it is. Make sure they understand that subject is active, the one responsible for carrying out the action.

Point to the second sentence and ask if the subject is doing the action. They should say it is not. Make sure they understand that the subject is passive, the one who is being acted upon.

Compare what happens to the verbs. Ask students what tense they see in the first example. They should recognize the past simple. Show students what happens in the second sentence: the auxiliary verb *to be* is used in the past tense (*was*) with the past participle, in this case «taken».

So, we continue analyzing the sentences. After we have analyzed indefinite passive forms, we are coming to continuous and perfect passive forms. I usually offer my students handouts with texts taken from Oxford Business English, unit 17, the passive tenses: short newspaper clips with authentic contexts: e.g., «The company _____ (plan) to build a much larger production plant in Ludwigshafen» [2]. The task is to put the verb in brackets into the present continuous active or passive.

We thoroughly analyze the reason for using the passive. We mention the fact that passive forms are mostly used in writing, when passive helps us to start a sentence with known information (something that has already been mentioned) and then put new information at the end: «The actress wore an amazing wedding dress, designed by Vera Wang». We always repeat instances with common uses of the passive: in new reports, academic and scientific writing, instructions and rules, describing methods, ways of working» [1]. Students are given some time for presenting their own examples, illustrating the above-mentioned situations.

The textbook presents the pictures, rather colorful, asking the students to use passive forms of the verbs in the box; possible sentences are «The house is being decorated» etc.

More thoroughly, we should analyze passives with modal and other verbs. We often use modal present passives for written instructions and rules e.g. «Silk must be washed by hand» or «These lights cannot be used outside». We often use modal perfect passives to make guesses about the past: «It may have been left outside» or to talk about past expectations: «It should have been repaired ages ago». The textbook offers numerous exercises like: to rewrite the words in the correct order or rewrite the historical facts, using passive forms e.g. the statue of Liberty was given to the United States by the French government in 1886 or to find mistakes in the sentences and correct them [1].

Finally, we again come back to Module 16 Passive forms. We listen to general idea of the passive idea, using grammar videos, then do a lot of practice exercises, then check the answers.

Moreover, the material of passives with modal and other verbs, constructions with have something done, passive reporting verbs follow the same procedures: grammar videos, then a lot of practice exercises, then catch-up exercises with checking the answers. Very interesting, challenging and important for both parties: the teacher and my group are progress tests, again catch-up exercise and exit test. The students are very happy if they manage to do the exercises without mistakes, they work hard if they have some mistakes and ask me to allow doing the tests again. They are usually very interested and excited. If they are doing well, I may call on students individually or ask volunteers to do the same thing. This will give the class as a wholesome practice and test comprehension individually. I can ask students for translations as part of this exercise.

For further practice, I can use a worksheet. In one exercise, the students have to circle the correct form of the verb to complete both passive and active sentences. To do this they will have to understand the sentences, use simple sentences and vocabulary they are very familiar with. In another activity, have students fill in the blank with the correct form of the verb. You can also include scrambled order sentences where students have to rearrange words to form a grammatically correct sentence. Lastly, students can do a writing exercise. The easiest way to do this is to write a very short, simple narration, in which active voice sentences should be rewritten using passive voice. A sentence such as *He built the house in 2000* should become *The house was built in 2000 by him* [2]. There are many activities we can include to give students further practice. Mixing active and passive voice sentences into every section of the worksheet will challenge students and help to determine whether or not they understand the difference between the two.

Now that my students have had some practice using the passive voice on sentences they will most likely not encounter in their English studies, I prefer to talk about when passive voice would commonly be used. **The passive voice is used to emphasize the object or when the person or thing doing the action is unknown.** Passive voice is often seen in newspapers, for instance, *Eight stores have been robbed in the past three weeks.* politics, and science [1].

I usually ask my students to write three to five of their own passive voice sentences and have volunteers read sentences aloud and give translations for further speaking practice and comprehension checks. At the end of our class, I usually collect these sentences to correct any mistakes and return them another day. This usually gives me a good idea of how well my students understand and use this structure as well as how to proceed further on.

I prefer to ask my students to summarize what they have learned in class. If they can explain passive forms, then they are probably doing quite well understanding it themselves. If they are not sure presenting the material, I lead them to say at least a few major points regarding passive voice and make a note for myself to review everything further in a later lesson. It is preferable to ask students to brainstorm the types of things that the local authorities do for the population. It refers to repairing streets, cleaning monuments, building schools and hospitals, etc.

It is necessary to make sure that students see that sometimes when we talk about actions, we are not interested in the actor, either because we know who it is (in this discussion we are clearly talking about the local government), or because we would like to emphasize the results, in other words what was accomplished. It is interesting to discuss what things were done in the last few years by the local government in Kyiv. Surely, it encourages them to use the passive voice.

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РОЛЬ НОВІТНІХ НАВЧАЛЬНИХ ПРОГРАМ В ПІДВИЩЕННІ МОТИВАЦІЇ СТУДЕНТІВ НЕМОВНИХ ВНЗ У ВИВЧЕННІ ФАХОВОЇ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті розглядається необхідність створення сучасних навчальних програм з англійської мови. Метою таких програм є підвищити мотивацію студентів немовних ВНЗ вивчати англійську мову на фаховому рівні.

Abstract. The article analyses the need to create innovative academic English language programs. The aim of these programs is to augment the motivation of the students of non- language universities to learn the English language at professional level.

Ключові слова: мотивація, фахова іноземна мова, освітні програми, індивідуальний підхід.

Key words: motivation, professional language, academic programs, individual approach.

Постановка проблеми. Швидкі зміни практично в усіх сферах соціального та професійного життя вимагають від людини такого ж динамічного саморозвитку. Стрімкий розвиток нових технологій та інформатизація суспільства вимагає від майбутнього спеціаліста поглиблено вивчати іноземні мови і перш за все англійську мову. Практика доводить, що головне для студентів вивчати англійську мову та другу іноземну мову є наявність мотивації. Дуже важливим залишається досягнення достатнього рівня мотивації є поєднання високої ефективності засвоєння знань з емоційно позитивною активністю у вивченні іноземних мов.