

хто реорганізує нашу освіту. Адже будь-які неймовірні нововведення не матимуть успішного результату без ефективності самих застосовуваних. Спількування з викладачами різних вишів України показує розчарування й розпач. Тому заохочення самих викладачів до результативності, високої ефективності навчання – ось першочергове завдання уряду країни. Без цього, на нашу думку, будуть даремними усі реорганізації.

Література

1. Абсалямова Я., Михненко Г. Роль інтелектуальної мобільності в професійній самореалізації сучасного преподавателя іноземного мови технічного університету / Я. Абсалямова, Г. Михненко // Scientific Letters of Academic Society of Michal Baludansky. – Kosice, Slovakia. – 2017. – Volume 6, №2A/2018. – P. 6 – 8.

Синдром професійного вигорання у педагогів як наслідок надмірного емоційного виснаження. Режим доступу: [phttp://elibrary.kubg.edu.ua/6938/1/СИНДРОМ%20ПРОФЕСІЙНОГО%20ВИГОРА%20ННЯ%.pd](http://elibrary.kubg.edu.ua/6938/1/СИНДРОМ%20ПРОФЕСІЙНОГО%20ВИГОРА%20ННЯ%.pd)

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FEATURES OF THE USE OF DICTIONARY STUDENTS OF NEGATIVE SPECIALTIES IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

The intention to learn a foreign language by students of non-native specialties should be interpreted from the standpoint of the special place that this discipline holds in non-language specialties, because without its knowledge in today's environment cannot do any specialist in any field. Foreign language serves as a bridge between cultures of different nations and makes it possible to exchange spiritual values. Moreover, without a foreign language, economic, political and cultural relations between the countries are impossible.

A foreign language is almost the only subject, the study of which cannot be imagined without the use of dictionaries. Widespread involvement of dictionaries, in which the greatest concentration of information about the word is concentrated, is one of the conditions for actualization of cognitive and communicative needs of students. Foreign language has an extraordinary integration with other branches of knowledge, and dictionaries are a necessary means of learning that supports the trend of rapid updating and dissemination of information.

The specifics of the foreign language as a discipline are discussed in detail in the writings of many scholars. O.P. Zelenskaya sees the peculiarity of the subject "Foreign Language" is the fact that in the process of his education students do not know the fundamentals of science, but form the skills and skills to use a foreign language as a means of communication, a means of obtaining new and useful information. M.G. Gordienko examines a foreign language in non-native schools as one of the components of vocational training along with special disciplines. Investigating the specifics of a foreign language, V.E. Krasnopol'sky distinguishes such properties as "substantiality", "infinity", "heterogeneity", and the distinctive feature of a foreign language clearly calls

communicative. The ignorance of these features by a teacher and a student prevents the successful learning of a foreign language, creates tense states in the relations of participants in the educational process.

The primary role in learning foreign languages is played by motivation. If the motivation is natural to the subject "Foreign Language" in language specialties, then in non-language specialties this remains a problem.

Numerous studies of the problem of motivation and work experience show that at the beginning of the study of a foreign language students have a high motivation, which is explained by the passionate desire to learn a foreign language and become an educated specialist. But in the process of mastering a foreign language, which is necessarily accompanied by overcoming a variety of difficulties and requiring hard work, achieving the goal of mastering a foreign language goes back to the future. And as a result, there is a weakening of activity, a decline in performance, which in turn leads to a decrease in motivation. This picture, related to the teaching of foreign languages, is common in universities, especially among students of non-language specialties.

The results of the analysis of programs, textbooks, methodological and teaching aids that are used in the process of learning foreign languages, allow us to talk about the lack of frequent orientation of teachers to work on the intensification of educational and cognitive activities of students, widely using the dictionary to achieve this goal. Different kinds of classroom, independent and individual work of students are described, which is not always conducted using dictionaries. The work syllabuses do not provide detailed guidance on the structure, content and organization of student and non-audiences of students with a vocabulary aimed at mastering the new language material or developing separate gaps in knowledge. Most work syllabuses are not published and therefore not available to students who do not have knowledge of the goals and requirements of the foreign language course. In no work program did not find the teaching didactic aspect associated with the activation of educational and cognitive activities of students in the process of working with dictionaries.

Unlike students of linguistic specialties, whose involvement in basic lexicographic problems involves the study of linguistics, students of non-language specialties do not have a wealth of experience working with different types of dictionaries, which, in turn, leads to a low level of formation of skills and skills related to orientation in the dictionary, in the structure of the vocabulary article, with the search for the necessary information.

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ENGAGING ACADEMIC WRITING SKILLS

Nowadays research shows that teaching teenagers successfully goes beyond building strong language skills that they need for academic and lifelong success. Helping teenagers develop academic skills and self-esteem is the main task of the teachers. Academic writing is one of a fully integrated students' writing process.

Let us get started by talking about the dictionary definition of the verb engage