

важность данного текста и принимает решение о необходимости изучающего чтения.

Какие типы тестовых заданий используются для проверки навыков просмотрового чтения?

Тип заданий *«верные/неверные утверждения»*. Их особенности:

- Данные задания должны соответствовать в своем порядке содержанию текста.

- Данные задания должны использоваться для проверки навыков чтения только на уровнях А1 и А2.

- Для проверки навыков чтения на более высоких уровнях (начиная с уровня В1) следует использовать тип задания *«верные/неверные утверждения/текст не дает никакой информации об этом»*.

Тип заданий *«нахождение соответствий»* или *«подбор»*. Объектом контроля данного типа заданий является подбор заголовков к текстам или абзацам текста, соотношение текстов и высказываний и другие. Важным при составлении таких заданий на проверку навыков просмотрового чтения является то, что задания должны находиться после текстов, так как тестируемые должны прочитать вначале тексты, а потом выполнять задания. Особенностью данных заданий является также то, что они могут располагаться в любой последовательности, без соответствия подаче информации в текстах.

Тип заданий *«задания множественного выбора»*. Их основными особенностями являются следующие:

- Задания не должны зависеть друг о друга, т.е. ответ на один вопрос не должен влиять на ответ на следующий вопрос.

- Всегда есть три или четыре возможности выбора (опций), из которых только одна должна быть однозначно правильной.

- Все опции должны иметь одинаковую сложность, длину и структуру.

Таким образом, существует большое разнообразие заданий на проверку навыков просмотрового чтения, имеющие свои принципы и специфику. Составитель тестовых заданий должен точно определить цель своего теста и в соответствии с ней выбрать подходящий тип задания.

TASKS AS A WAY OF EFFECTIVE LANGUAGE TEACHING IN HETEROGENEOUS CLASSES

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All students who study English for Specific Purposes (ESP) at tertiary level are different in terms of their levels of language proficiency, intelligence and abilities. Being in the same language group, this poses some challenges to both students and

teachers. The most effective way to cope with this problem is to introduce clearly structured and scaffolded tasks.

Teaching through tasks that are relevant to students' future profession, increase motivation and do not focus on the language at the primary stage creates favourable learning conditions for learners. Learning is fostered through performing a series of activities as steps towards successful task realization.

Jane Willis offers the following criteria to what a task is:

1. It engages students' interest.
2. There is a primary focus on meaning.
3. There is an outcome.
4. Success is judged in terms of outcome.
5. Completion is priority.
6. The task relates to real world activities.

In other words, a task is an activity 'where the target language is used by the learners for a communicative purpose in order to achieve an outcome'.

If students are clear what the outcome should be, they are more likely to engage with the task. Successful task achievement will greatly increase their satisfaction and motivation. After completing the task, it is necessary to have a closer look at language forms.

Willis lists six task types:

- listing includes brainstorming and fact-finding;
- ordering and sorting include sequencing, ranking, categorizing and classifying;
- comparing includes matching, finding differences and similarities;
- problem solving includes analyzing real or hypothetical situations, reasoning and decision making;
- sharing experience involves narrating, describing, exploring and explaining attitudes and expressing opinions and reactions;
- creative tasks cover brainstorming, fact-finding, sorting, comparing and problem solving.

Their corresponding outcomes are:

- listing includes - completed list or draft mind map;
- ordering and sorting - information sorted according to specific criteria;
- comparing - identification of similarities and differences;
- problem solving - finding solutions to problems;
- sharing experience - exchanging opinions and attitudes;
- creative tasks - end product – can be appreciated by audience.

The main advantage of using tasks in heterogeneous classes is that the language is used for a meaningful communication. Other advantages of using tasks are the following:

- there is no language control in production stage;
- learners use their language knowledge;
- this approach offers reflection on language usage.

What is more, fulfilling the task presupposes that students are working in pairs or small groups, which can be of a mixed level. Thus, in order to actively participate

in doing the task and complete it successfully students can share their responsibilities depending on their strengths and weaknesses.

The tasks that reflect the students' specialist world should be meaningful, relevant, motivating, challenging, have a clear purpose and clear instructions, meet students' needs, make them think and share their opinions and own experiences, and allow to develop their confidence and fluency.

THE USE OF TV NEWS AND NEWSPAPERS IN LANGUAGE TEACHING

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Most EFL teachers teach their students using what is known as an authentic text, an original, unsimplified message intended for native English speakers. TV news and newspapers are among the most popular sources of authentic materials. They provide students with an abundance of timely information of general interest or from their specialism areas.

The classroom should be an extension of the learner's world. In an everyday situation, the learner is exposed to both written and oral information coming from the press and TV. Both ways of presenting information provide creative and original ideas for making effective use of readily authentic, accessible, and up-to-date English. The ultimate goal is to familiarize the learner with specific language, register, and other stylistic devices that are used when a piece of news is presented on TV or in the press, along with printed material found in the Internet.

The most important point to bear in mind is that the materials should be specifically designed to provide the learner with stimulating, topical, challenging, and real information to support the course syllabus. Therefore, the teacher should decide when it is the most convenient moment to expose the students to mass media information. Experience shows that they profit much from dealing with updated, daily materials, which they have to understand, retrieve, and reconstruct after viewing or reading the news item). This is precisely what they are expected to do in their professional lives. Therefore, the frequency of exposure should depend on the students' needs, interests, and time availability.

It is considered that the language included in news items is organized in particular patterns. Thus, teachers should explore different texts to recognize the text patterns. Passages should be analysed for differences which may predispose writers of certain subjects to use some strategies over others. Then, this strategy should be explicitly taught and fostered as a skill enabling the learner to recognize different patterns, such as an expository presentation with a problem-solution pattern, an argumentation or debate with a hypotheses-confirmation format, or a sequencing of events presented in a text.

The lesson should also develop critical reading/viewing by providing the learner with problem-solving and research skills through the use of TV news items and newspaper cuttings which depict formats and features. In the case of the