

Таким образом, обучение диалогической речи является важной методической задачей. Ведь именно через диалог отрабатываются и запоминаются отдельные речевые образцы, целые структуры, которые используются затем в речевой деятельности школьника.

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**ADVANCING MULTIPLE INTELLIGENCES
IN THE UNIVERSITY ENGLISH CLASSROOM**

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Increasing popularity of learning English requires innovative approaches in teaching English as a Foreign Language (EFL) to meet the requirements of society. The present study proposes a number of techniques, which a modern teacher may implement in the classroom to ensure an appropriate, reliable and effective way of teaching. The purpose of this paper is to reveal the gist of the Theory of Multiple Intelligences (MIT) and reason the possibility to apply it to teaching EFL.

MIT, proposed by Howard Gardner, challenged the idea that intelligence is a unitary capacity that cannot be changed. Furthermore, the researcher provided evidence that there are eight/nine types of intelligence. This concept demonstrates the differences between human beings because of the variety of learner styles. In contrast to the conventional view of intelligence Gardner redefines it as “the ability to solve problems and fashion products that are valued in a particular cultural setting or community” [2].

Commonly, for a teacher to stimulate intellectual competences in their students it is significant to provide activities that encompass all types of intelligence. As Yalmanci and Gozum claim that Gardner’s MIT has two important advantages in education. First, it paves the ways for planning the education program in a way that students realize their potentials and move toward their desires. Second, the theory makes it possible to reach students who are more active because learning would be more attractive in a condition that learners are trained through the use of these intelligences [3].

It is worthwhile to pinpoint that different types of intelligence imply use of many approaches in the language classroom. MIT proposes a model that aims to serve all learners. The increasing interest of modern educators in effective language teaching compels them to continue their dialogue with MIT in foreign language classroom. Each intelligence utilized in the teaching course can be visualized as a hook through which English can be acquired [1].

According to Christison & Kennedy, teachers can focus on four different modes in order to implement MIT in EFL classroom with young adults or adult learners. Christison offers several suggestions as to how to approach MIT in the classroom. Specifically, in accordance with those suggestions MI can be viewed as [5]:

1. A tool to help students develop a better understanding and appreciation of their own strengths and learning preferences.

2. An instrument to foster a better understanding of learners' intelligences and awareness of intelligence diversity within the classroom.

3. A guide to provide a greater variety of ways for students to learn and to demonstrate their learning and understanding.

4. A guide to promote lesson plans that address the full range of learner needs.

The primary importance of implementing MIT in the English classroom is that it is possible to give students a chance to use their predominant strengths and capabilities in order to boost learning [5].

The research proposal highlights that a thorough planning and preparation is a necessary part of teaching to achieve successful application of MIT in the language classroom. The analysis of needs is the first step on a teacher's agenda. Moreover, there should be a series of steps to consider if we want to successfully include a multitude of intelligences in our teaching practices. This is a crucial step because each language classroom is different so as needs of learners. Language educator has to familiarize themselves with students and their needs. That is why it is essential to identify strengths and weaknesses of cognizing subjects [1].

Overall, there is a layout of the classroom that is supposed to contain areas where students can interact with different learning strategies based on eight intelligences. Here are some examples of what sort of areas may be located for each intelligence [7]:

- linguistic: a quiet area for reading, writing, possibly even practicing speeches while recording oneself;

- logical-mathematical: a section for scientific experiments and mathematical calculations, with other materials like charts and graphs to allow for reasoning activities;

- spatial: open areas where students can manipulate objects, build things, create artwork with tools like canvases and easels;

- bodily-kinesthetic: this area could be combined with the spatial intelligence area, or an outdoor area to allow for physical activities;

- musical: a separate space for musical activities, with either soundproofing or computers with headphones;

- interpersonal: an area with larger tables where groups can work together on solving problems;

- intrapersonal: a quiet area where students can work on individualized activities alone or it could be combined with the linguistic area;

- naturalistic: ideally, a space outside, but other options include an area of the classroom that can act like a greenhouse.

As an experiment, a selected group of students was asked to complete a test, based on Gardner's MI Model. They were given some situations which highlighted certain intelligences and requested to choose the best option. The research has shown that students have different preferences and learning styles. Hence, some new teaching methods should be accommodated to fulfill the needs of every learner [6].

The theory validates educators' everyday experience: students think and learn in many different ways. It also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet learners' needs in their classrooms [4].

Summing up, advancing MI in the English classroom optimizes the learning process for University students and leads to greater engagement in studying experience. It is possible to adapt MIT in the context of teaching English, applying a set of activities to develop every intelligence using MI approach.

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ТЕСТОВИЙ КОНТРОЛЬ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ

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Одним із основних завдань модернізації освіти є забезпечення знань на рівні функціональної грамотності принаймні з однієї або двох іноземних мов. У межах нового підходу до вивчення іноземних мов наголошується на важливості не знань про мову, а на досконалому володінні мовним матеріалом, комунікативними вміннями, здатністю застосовувати ці знання та вміння для вирішення конкретних комунікативних завдань при спілкуванні.

У сучасній методиці найпоширенішою формою контролю в галузі викладання іноземної мови є тестовий контроль. Тестування активно застосовується у навчанні, як на етапі тренувального контролю, так і на етапі самопідготовки. Незважаючи на те, що в педагогіці і методиці проведено багато досліджень з проблеми контролю та оцінки знань, умінь і навичок учнів, проблема організації контролю в школі залишається актуальною [2, 35].

Основна відмінність тесту від традиційної контрольної роботи полягає в тому, що він завжди припускає вимірювання. З огляду на це, оцінка, що виставляється за підсумками тестування, характеризується більшою об'єктивністю і незалежністю від можливого суб'єктивізму вчителя, ніж оцінка за виконання традиційної контрольної роботи.

Якість будь-якого вимірювального засобу, зокрема тесту, визначається в першу чергу показниками його надійності та валідності.

Максимально підвищити надійність вимірювання та валідність використання тесту можна, якщо дотримуватися трьох основних етапів його створення:

– по-перше, дати чітке і теоретично недвозначне науково-обґрунтоване визначення вмінь, які треба перевірити;

– по-друге, точно встановити умову та операції, яких слід дотримуватися під час проведення тесту і спостереженні за його виконанням;