

**Вимоги до державної атестації з основної іноземної мови та методики її
навчання за освітнім рівнем “Бакалавр”
(денна та заочна форми навчання, 2019/2020 н.р.)**

Завдання 1. Коментування теоретичного питання з англійської мови:

Теоретична граматики:

- Verbal categories of voice and mood.
- Grammatical classes of words: morphological classifications.
- Infinitive and gerund: common and distinctive features.
- The simple sentence: structure and types.
- Constituent analysis of the simple sentence: subject and predicate.
- The composite sentence: compound and complex.

Теоретична фонетика:

- Principles of classification of speech sounds. The articulatory classification of vowels and consonants.
- The phoneme and allophones
- The syllable. Word stress.
- Prosodic subsystems: pitch, tone groups.
- Prosodic subsystems: utterance, stress, rhythm, tempo, pauses.

Стилістика:

- General problems of style and stylistics. Functional styles.
- Stylistic devices based on the interaction of dictionary and contextual meanings: metaphor, personification, metonymy, irony.
- Stylistic devices based on the opposition of various types of meanings.
- Stylistic functions and types of inversion, repetition and climax.
- Types of parallel constructions and types of elliptical sentences.

Історія мови:

- The division of the history of the English language into periods.
- The formation of the English national language.
- Main changes in the system of Middle English morphology.
- Linguistic Features of Germanic Languages.

Лексикологія:

- The word and the morpheme, types of morphemes.
- Lexical meaning of a word and its constituents.
- Homonymy: classification and sources.
- Synonymy: classification and sources.
- Productive ways of word building in modern English: affixation, compounding, conversion.

Завдання 2. Реферування статті з україномовних ЗМІ англійською мовою (тексти додаються).

Завдання 3. Коментування теоретичного питання з методики навчання основної іноземної мови:

- Different types of motivation, its stages and its role in the second language learning process.
- Theories (hypotheses) of Second Language Acquisition and their possible application to teaching and learning.
- The notion of learner autonomy. Conditions for developing learner autonomy.
- Main principles and features of CLT. Characteristics of a communicative task.
- Approaches to and strategies for learning grammar.
- Vocabulary guessing and storage strategies. Vocabulary learning strategies.
- The notion of classroom organisation. Types of seating arrangement.
- Key strategies for developing good listening skills.
- Types of /purposes for listening. Listening activities corresponding to each purpose/type.
- Classroom speaking activities: activities to facilitate spoken production and spoken interaction.
- Assessing the speaking skill and giving feedback during oral work: issues of accuracy and fluency.
- Reading as a receptive skill. Reading subskills.
- Stages of a reading lesson.
- Writing as a productive skill.
- Stages of writing, their functions in teaching writing.
- The notion of curriculum and syllabus. Issues that differentiate one curriculum design from another.
- Materials evaluation, selection and adaptation for different age groups language classrooms.
- Error correction techniques for writing.
- Formative and summative assessment. Test methods/tasks formats.
- Action research: the Who, the Why, the What, the How.
- The specific nature of teaching English to young learners.
- The use of technologies, software and platforms for teaching and learning purposes.
- The notion of SEN. Teaching strategies which make English learning accessible to SEN learners.
- Methods and techniques for developing intercultural competence in learners of different age groups.
- Options and tools for internal and external CPD.

Завдання 4. Виконання практичного завдання з методики навчання основної іноземної мови (завдання додаються).

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Завідувач кафедри

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