

References

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INNOVATIVE METHODS OF TEACHING SUMMARIZING

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Text summarizing skill is, no doubt, extremely important for the effectiveness of gaining information process. But, moreover, an ability to summarize turns out to be really helpful as a skill that students can widely apply throughout their studying and further professional careers because it enforces to concentrate attention, to outline, to see the material as a whole. Linguistically, summarizing influences the development of reading skills as it encourages to select the main; vocabulary skills as it leads to paraphrasing, using synonyms; and grammar as it presupposes making new sentences. And finally, critical thinking skills are being developed as students decide on the main ideas of the textual material to include them in the summary.

The essential function of text summarization is to produce a laconic version of some primary source. Text summarization can be defined as an intermediate link between particular information and a reader. The new laconic version is distilled to the essentials of the original, but has different sentence structure and changed vocabulary.

The general steps of summarizing reflect its ultimate purpose.

Realizing the main idea of a text is the first. This outline should be not longer than two sentences, but rather definite and concrete. Second, the main idea should be supported by several sentences which give details and develop the outline.

Students should be warned from taking particular incorrect steps which are far away from the basic purpose of a summary – to present the major information contained in a text. For instance, it's not acceptable to give unequal portions of the students' attention to different parts of the text; borrowing entire sentences or even long phrases of a source while writing a summary is also obviously faulty.

Some modern strategies of summarization suggest other quite effective techniques which can be rather helpful for those who aim to master a skill of summarizing.

The strategy "3-2-1" demands from the students to concentrate on the most essential information of the text they have just read, and is rather simple and effective in application. The strategy includes the following steps: after reading the text the students are to single out and write down three facts they learned from it, two facts contained in the text which they find interesting, and one question that the text raises.

The strategy "jigsaw" is based on a principle of a puzzle. The whole group is studying one text, but each student is responsible for only one section of it. Each section should be read carefully and summarized in order to be presented to the group. Such a type of mutual activity presents a puzzle principle, and encourages the students to select the main and focus on the essentials.

The "Summary Star" strategy also includes several steps. The first step is to give a new title to the text. It should be given in the students' own words and comprise not more words than the original title. The second step can be more precisely defined as outlining the main idea of the text that should be done just in one or two words. The third is to express the general impression from the text just in one word. Such characteristics as "informative", "discussible", "persuasive", "arguable", "incomplete", etc. are quite applicable. The fourth stage contains producing the conclusion derived from the text. The conclusion should be one sentence length only.

In the GIST series of lessons, students are to read newspaper articles. After reading the students should formulate so-called "5 Ws and 1 H" (who, what, when, where, why, and how) and complete a chart containing the related answers gained from the article. On the final stage, the students use their notes to write a 20-word summary called a GIST. Having mastered writing a GIST of newspaper articles, the students can apply this strategy to content area texts to develop their comprehension and summarizing skills.

The above-mentioned strategies have definite peculiarities but have much in common as for the general purpose of any summary – to present the textual information in a shortened form making it useful for present and further application by a reader and those who can potentially be concerned with the subject.

References

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ELEMENTS OF DISTANCE LEARNING FOR FULL-TIME EDUCATION

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Although there is no substitute for regular education system, distance learning is becoming a more vital part of higher education. More and more universities are beginning to offer distance learning courses and scientists and educators are trying "to determine whether distance education is better, worse, or as good as traditional education"