gee jumping, juggle, go mountain biking, meet friends, be lazy, go shopping, read, go rollerblading.

Грати на комп'ютері, рибалити, фотографувати, майструвати, загоряти, пірнати, подорожувати, співати, переписуватись SMS-ками, пекти, шукати інформацію в Інтернеті, їздити верхи, слухати музику, плавати, бігати підтюбцем, малювати, грати в теніс, куховарити, зустрічатися з друзями, лінуватись, ходити за покупками, читати, катастись на роликах, іти на дискотеку, скакати з банджіджампінгу, жонглювати, катастись на гірському велосипеді, грати у волейбол, говорити по телефону, рахувати, співати в караоке, запускати повітряного змія, ходити на вечірки.

Розвиток говоріння починається з питань:

1) Which activity do you find interesting?   5) Which is passive?
2) Which do you find dangerous?   6) What do you do with pleasure?
3) Which do you find boring?   7) What can you do well?
4) Which is active?   8) What would you like to learn to do?

Всі наступні вправи подаються виключно англійською мовою і спрямовані на засвоєння та використання англійської лексики, граматики і підводять студентів до перекладу тексту на англійську мову.

Існують великі можливості для позитивного переносу та інтенсифікації процесу навчання англійської мови на базі німецької. Однак слід відзначити важливу закономірність, виявлену в процесі практики викладання англійської мови як другої іноземної. З розвитком умінь і навичок у другій іноземній мові, зі збільшенням обсягу засвоєного мовного матеріалу відбувається постійне зменшення впливу ІМ-1 на ІМ-2. З часом студенти починають усвідомлювати внутрішні закони побудови системи англійської мови, формується «почуття мови». Вплив ІМ-1 не нівелюється, але зменшується необхідність в етапах опосередкування через ІМ-1. Попри це навчання ІМ-2 з опорою на ІМ-1 створює умови для інтенсифікації процесу навчання, для досягнення кращої його результативності, допомагає в роботі над ІМ-1 і заслуговує на подальше дослідження.

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MULTIPLE INTELLIGENCES

У статті розглядається теорія множинного інтелекту як невід'ємна частина підходу до навчання іноземної мови на заняттях. Комунікативний підхід до вивчення англійської мови авторка розглядає у вигляді аналізу всіх восьми типів інтелекту

студентів та розповідає про можливі методики проведення заняття та адекватне планування уроку з точки зору кожного виду сприйняття. Також авторка аналізує важливість правильного визначення типу інтелекту та фокусує увагу на кількох типах, максимально представлених у студентській аудиторії.

Ключові слова: теорія множинного інтелекту, навчання, методика, іноземна мова, науковий підхід, система мислення.

В статье рассматривается теория множественного интеллекта как неотъемлемая часть подхода к обучению иностранному языку на занятиях. Коммуникативный подход к изучению английского языка автор рассматривает в виде анализа всех восьми типов интеллекта студентов и говорит о возможных методиках проведения занятия и адекватном планировании урока с точки зрения каждого вида восприятия. Также автор анализирует важность правильного определения типа интеллекта и фокусирует внимание на нескольких типах, максимально представленных в студенческой аудитории.

Ключевые слова: теория множественного интеллекта, обучение, методика, иностранный язык, научный подход, система мышления.

The article is devoted to the multiple intelligences theory as an integral part of communicative language teaching approach in the English language classroom. Communicative language teaching approach is observed in a way of all eight types of students' intelligence analysis. The author tells about the possible methods of English language teaching and adequate planning of the lesson from the perception type point of view. Further the author pays attention to the importance of the correct establishment of the kind of intelligence and focuses on several types which are mostly presented in the classroom.

Key words: multiple intelligence theory, teaching, technique, foreign language, scientific approach, system of thinking.

Having been greatly influenced by Communicative Language Teaching approach ideas about education focus shifted to individualized education and learner autonomy. Entering a university students are expected to be aware of their scientific strengths and weaknesses and must be responsible for their learning. This is almost never a fact for students at Ukrainian Universities. Students' intelligence has traditionally been measured with the help of different scientific aptitude tests, the results of which are not entirely accurate because of possible technical drawbacks of the system and because of

the fact that they do not reflect all the angles of students' intelligence. Dr. Howard Gardner, the author of "Frames in Mind: The Theory of Multiple Intelligences", in his book looks at intelligence from a wider perspective than has ever been done before. He presented a new vision on intelligence and the theory is a pluralistic view of mind which recognizes many different sides of cognition and cognitive styles [3, p. 5]. The aim of the article is to determine possible teaching techniques and classroom activities to facilitate the learning process in English language classes in accordance with the multiple intelligences theory.

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults:

Linguistic intelligence – people with high linguistic intelligence show abilities with words and languages. They like reading, writing, telling stories and playing games [1, p. 2].

Logical-mathematical intelligence – people with high logical-mathematical intelligence have the ability to use numbers effectively and are sensitive to logical patterns and relationships [1, p. 2].

Spatial intelligence – people with high spatial intelligence have strong visual memory and are often artistic. They are sensitive to colors, shapes, form, space and relationships that exist between these elements [1, p. 2].

Bodily-kinesthetic intelligence – people with high bodily-kinesthetic intelligence are skilled at physical activities such as sports or dance [1, p. 2].

Musical intelligence – people with high musical intelligence are more perceptive to sounds, rhythms, tones and music [1, p. 2].

Interpersonal intelligence – people who have high interpersonal intelligence are usually friendly and are sensitive to others' moods, feelings and motivations [1, p. 2].

Intrapersonal intelligence – people with high intrapersonal intelligence have great self-knowledge and they have an accurate picture of themselves. They know about their strengths and weaknesses as well as their motivations and desires [1, p. 2].

Naturalist intelligence – people with high naturalistic intelligence possess expertise in flora and fauna of the environment. They might like playing with pets, doing the gardening, investigating nature, etc [1, p. 2].

His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final three are what Howard Gardner called 'personal intelligences' [2, p. 41-43].

Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language, to express oneself rhetorically or poetically; and language is used as a means to remember information.

Howard Gardner's theory of multiple intelligences has not been readily accepted within academic psychology. However, it has received a strongly positive response from many educators. It has been embraced by a range of educational theorists and, significantly, applied by teachers and policymakers to the problems of schooling. Eight kinds of intelligence would allow eight ways to teach, rather than one. And powerful constraints that exist in the mind can be mobilized to introduce a particular concept (or the whole system of thinking) in a way that pupils and students are most likely to learn it and least likely to distort it. Paradoxically, constraints can be suggestive and ultimately freeing.

All eight intelligences are needed to live life well. Teachers, therefore, need to attend to all intelligences, not just the first two that have been their tradition concern. As Kornhaber has noted, it involves educators opting 'for depth over breadth' [5, p. 276]. Understanding entails taking knowledge gained in one setting and using it in another. 'Students must have extended opportunities to work on a topic' [5, p. 278]. For the teacher it means that putting the theory into practice involves much more thorough planning. However, it gives teachers much wider choice of activities to use. Howard Gardner's theory of multiple intelligences supplies credence to something teachers have known for generations. Some students are good at some activities but not at others. The important thing about the theory is that it is respected and acceptable to use while designing lesson plans and units. By being able to cite this theory, teachers can back up their own knowledge of why it is important to include art, music, charts, and group work on a regular basis. It is important to remember that teachers may not be able to use all intelligences in every class. That is a goal to strive for, but there are times that teachers

may not be able to do this. One quality technique to include in the classroom and an obligatory one to start with in a new student group is to have the students complete a multiple intelligences survey. By completing this survey, teachers can choose which types of activities can reach the majority of the classroom.

Teachers should try and plan their classes in a way which engages most of the intelligences. That in its turn obliges teachers to use different methods and activities to meet their students' needs. Each of the intelligences is prospective in every student and teachers' ultimate goal is to develop all the intelligences in them. We may observe the way The Multiple Intelligences Theory works within many different language teaching methods:

- Silent Way emphasizes the development of students' inner thinking (Intrapersonal Intelligence)
- Total Physical Response emphasizes language learning through physical action (Bodily-Kinesthetic Intelligence)
- Suggestopedia emphasizes the use of music to deepen understanding of learning (Musical Intelligence)
- The Communicative Approach as well as cooperative learning emphasizes the importance of interpersonal relationships (Interpersonal Intelligence) [6].

Teachers who plan their classes with the focus on The Multiple Intelligences Theory realize that this kind of lesson planning brings much more variety into the classroom regarding teaching methods, whereas students have the opportunity to find out where their strengths and weaknesses are so that can be more responsible for their learning and take part in the activities that suit their interests.

While planning the lesson teachers should remember that students with linguistic intelligence might be interested in the activities connected with vocabulary practice, learning new facts about the topic, speaking on the given topic or doing creative writing. As for other ideas regarding linguistic intelligence, there might be listening exercises, vocabulary activities, grammar exercises, word games, oral presentations, authentic readings, discussions and debates [4]. For students with logical-mathematical intelligence word order activities, categorizing, problem-solving activities, computer games, critical thinking activities should be included in the lesson procedure [4]. When the teacher knows that in his/her class the majority of students possess special intelligence, the lesson plan should include activities such as making mind maps, creating various art and craft projects, making charts, creating videos, taking photographs, creating slide shows [4]. For students with bodily-kinesthetic intelligence teachers should include in the lesson plan activities such as dancing, field trips, scavenger hunts, various games involving movements [4]. It would be advisable for teachers who plan their lesson to include creating songs, rhythms, audio presentations as well as singing, learning about music, playing instruments, having music in the background [4] for students with high musical intelligence. For learners with high naturalistic intelligence it would be appropriate to make experiments, photo essays, investigations, nature walks, recognition of things in the nature [4] part of the class. Ideas regarding classroom activities for students with intrapersonal intelligence are essays, journals, diaries, research activities, exploring personal interests [4].

Organizing teaching in accordance with the Multiple Intelligences Theory is extremely beneficial for both teachers and students. It is beneficial (useful) for teachers as far as while offering various teaching ideas it gives teachers the incentive to look for these ideas and thus improve their teaching skills. It is beneficial for students as far as it

gives students the possibility to shine and feel comfortable in the classroom. The teaching becomes more like a real world and helps students develop their special and sometimes even unique abilities, which is extremely useful when studying foreign languages. Also, it should be noted that teachers must value what students can do and support their strongest intelligences while doing their best to improve weaker ones. Implementing the Multiple Intelligences Theory to the English language classroom can mean a better result for the students mastering the language as well as for the teachers because there is so much variety involved. Used in the English language classroom as an integral part of Communicative Teaching Approach, Multiple Intelligences Theory offers various ways of better assessment where students are greatly involved, thus giving them the opportunity to reflect on their learning and set goals for themselves concerning the intelligences.

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THE DILEMMA OF TEACHING GRAMMAR

У статті дається визначення граматики, розглядаються два підходи до викладання граматики – аналіз та вживання граматичних одиниць, аналізуються стадії заняття з граматики та пропонуються зразки завдань для кожного етапу.

Ключові слова: граматика, аналіз, вживання, комунікативний підхід, триступенева модель.

В статье дается определение грамматики, рассматриваются два подхода в преподавании грамматики: анализ и употребление грамматических единиц, анализируются стадии занятия по грамматике и предлагаются образцы заданий для каждого этапа.

Ключевые слова: грамматика, анализ, употребление, коммуникативный подход, трехступенчатая модель.

The article defines the notion of grammar, considers two approaches in teaching grammar – analysis and usage, characterizes stages of a grammar class and suggests sample activities for each.

Keywords: grammar, analysis, usage, communicative approach, three-stage model.