

способів виконання дій; організація практичної діяльності та вправи по оволодінню умінням; контроль за рівнем сформованості вміння; облік і оцінка ходу і результатів діяльності.

Отже, правильна і планомірна організація самостійної роботи студентів, заснована на використанні активних методів та інноваційних технологій, з мотивацією до виконання конкретних завдань і вправ, сприяє успішному і ефективному оволодінню англійської мови.

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PARTICIPATION OF STUDENTS IN SCIENTIFIC CONFERENCES AS WAY OF IMPROVING STUDENTS' FOREIGN LANGUAGE SKILLS

Liudmyla Roienko

Kyiv National University of Technologies and Design, Ukraine

Abstract

The article examines the role of holding student scientific conferences in preparing future specialists by higher educational establishments. The article reveals positive influence of the conference report and presentations preparation process on the students' ability to improve foreign language skills. The issue of necessary skills which students improve while preparing a successful conference presentation has been covered in the article.

Keywords: student scientific conference, conference report, oral presentation preparation, foreign language skills.

The University is a place for common research and knowledge, a place where knowledge is being produced and deliberated, an open space for dialogue and critical thinking. As such, it requires dialogue between different partners, different actors. Student participation in the production of knowledge and

research needs to be acknowledged as equally valuable and indispensable.

As developing researchers, students make a very significant contribution to the academic, intellectual and social life of the university. Accordingly, we place great emphasis on student participation in attending and organising seminars, conferences and reading groups, in presenting and discussing their work and the work of their peers.

The aim of the given research is to prove the importance of students' participation in scientific conferences with delivering reports in English. According to the aim the following tasks have been identified: to consider and analyse the influence of the report and presentation preparation process on the improving foreign language acquisition skills.

The possibilities and technologies of using presentations in foreign languages acquisition were the object of attention of national and foreign researchers, such as Yu. S. Avsiukevych, N. L. Drab, D. A. Rusnak, o. B. Tarnopolskii, E. C. Churchman, J.King and others. Organizational issues connected with preparation of scientific conferences were reflected in the educational textbooks on the principles of the scientific and pedagogical research written by G. Klovak, E. Luzik, A. Dudchenko, K. Zubak, N. Kushnarenko, V. Sheiko and others.

To take part in a conference students have to prepare multimedia presentation and be ready to present and support the ideas on the given topic orally, at the same time they can present their scientific report in the written form in the conference proceedings.

Student scientific conferences are considered to be an integral form of presenting the results of the scientific research of the students and at the same time an effective way of detecting the gifted students, implementation their abilities, encouraging the need in creative knowledge mastering, activation their educational – cognitive activity. A conference is only the top of the “scientific iceberg”. Being held on a proper level it confirms the respective level of the completed research work and shows the student as language tolerant personality.

At such events during scientific discussions student practise making independent original utterances, ability to prove ideas, counter wrong arguments, master the art of reasoned debate. At the same time the professional experience is acquired, students are socially recognized in the professional environment. Students' scientific research work is an important factor in training of a young specialist and scientist. The student obtains knowledge and skills which will be useful in his future professional life, namely, the ability to concentrate, constantly enrich his own knowledge base, to perform varied analyses of the arising problems, to be goal-oriented and thoughtful.

While preparing the text of the scientific report the student should pay attention to meaning completeness, cohesiveness, reasoning of the basic statements, sufficient quantity of the practical material, including correct quotation and making references.

An interesting, thoroughly considered report evokes problem related questions which encourage discussion and allow the students to broaden their knowledge concerning the topic of the research, to detect the research competence, to verify own ideas and evaluate their validity, to show communication skills. The experience of preparing students for making a report at a student conference in English shows that self-analyses of the voice record could be extremely effective. Listening to personal speech facilitates improving self-preparation, develops personal speech culture.

Oral presentations, if properly guided and organized, provide a learning experience and teach life long skills that will be beneficial to learners in all school subjects as well as later in their careers. Among the many advantages of making oral presentations for the students are: bridging the gap between language study and language use; using the four language skills in a naturally integrated way; helping students to collect, inquire, organize and construct information; enhancing team work; and helping students become active and autonomous learners. [2]

Thus, holding student scientific practical conferences as a new form of active learning displays many advantages over the traditional methods of learning, so

long as it encourages students' creative abilities, promotes their cognitive activity, facilitates formation of profession-oriented thinking. Besides the opportunity to learn a great deal about the latest research & business developments and to be inspired by the work of others, conferences are a phenomenal opportunity for academic networking.

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MORITZ SCHLICK'S POINT OF VIEW ON PHILOSOPHY

Valentyna Rozhkovska

Odesa I.I. Mechnikov National University, Ukraine

Abstract

The text is dedicated to the ideas of the outstanding German thinker Moritz Schlick. Schlick was a supporter of analytical philosophy and the head of the Vienna Circle. His views had a great influence on the whole analytical philosophy. We consider his view of philosophy, which is radically different from the views of continental philosophers. From Schlick's point of view, there are only two types of philosophical problems – mistakes that have arisen due to the difficulties of the language and hidden scientific problems.

Keywords: analytical philosophy, philosophical problems, Vienna Circle, science.

Moritz Schlick is not the only one in the analytical tradition who sets the angle for philosophy. We also find a similar thesis in Friedrich Weissmann, Karl Popper (as far as it can be attributed to the analytical tradition) and others. The question of the relationship between philosophy and science (which is discussed in the article by M. Schlick “The Future of Philosophy”) was also raised by representatives of other directions. The German philosopher solves this problem of a relationship in a positivism spirit: Schlick refuses philosophy to be called