

GLOBALIZATION IMPACT ON ENGLISH TEACHING STRATEGIES

The article deals with the influence of globalization process on people's life and educational methods and describes some ways of making students more flexible, ready to generate new ideas and be creative in their activities.

Key words: *globalization process; fast developing society; interactive methods; simulated circumstances; ability to be more analytical and critical.*

Actuality of the study. It has become notorious to say that globalization has turned the world into a small village where everybody can connect anyone in no time. It is difficult to find a proper definition to the phenomenon of globalization, everybody sees in it both positive and negative sides – on the one hand, the world has gained access to different fields of knowledge, on the other hand, people are concerned with the idea of losing self-identity and national cultural features due to joining the universal trends. Technological and cultural environment is constantly changing. In the past, when people lived in small communities, everybody could feel his need to its members – there was practically one professional in his trade, people addressed one carpenter, one blacksmith or one doctor in the neighbourhood. Every craftsman felt his importance to the society, nobody doubted his authority. With globalization everything changed. People don't feel unique any more – there are plenty of other professionals at just a click on the Internet. A person has to prove his competence and the right to be considered a professional constantly, he has a lot of rival specialists, who can turn out to be better educated and more experienced.

Analysis of publications. Scientists express different ideas concerning the role of globalization in social and industrial fields of human life. However, there is an agreement concerning the fact that the process of globalization cannot help influencing educational processes. M. Priestley states that national education systems have been changed quite noticeably by the process of globalization and that most changes happening recently in education can be attributed to the effects of and responses to globalization [8]. S. Marginson regards education as a primary medium of globalization and an incubator of its agents [7]. Moreover, P. Jones considers that no education system can globally survive and stay unaffected by globalization processes [5].

The aim of the article. The aim of our research is to prove that globalization process has its impact on educational methods and to study the possible ways to develop the necessary skills which can help future specialists be more competitive, self-confident, creative and successful in their professional activity.

The main material research. Globalization has resulted in accelerating of all the processes and creating new challenges to the educational system. Knowledge and skills in any field become outdated very fast and have to be updated regularly. Nobody can get education and use the gained knowledge till the end of his life. The knowledge and skills should meet the needs of the fast developing society. Globalization has opened the doors to global players in industry and service. It requires a flexible educational environment which is able to support technical progress, provide new career opportunities and ability to study quickly and relevantly react on any changes.

Taking into account the above mentioned it becomes clear that modern education has a great task to work out a mechanism of preparing students able to compete in the world markets as self-confident, productive and successful members of society. We can watch the process of Ukrainian students and young specialists attempts to become such players on the global arena. It doesn't mean that Ukrainian education has to prepare professionals for the global community only. First of all we should take care of supplying our country with competent and flexible workers, ready to constantly study and able to constantly change approach to and methods of work.

Modern teachers realise that without developing sense of self-esteem, ability for goal setting, leadership skills and creative and critical thinking it is impossible to reach such aims as mentioned. It is known that the modern system of education in the field of learning foreign languages is based on personally oriented paradigm and demonstrates many ways of development – personally oriented, communicatively cognitive, intercultural and competence approaches. Personally oriented language learning paradigm of educational system focuses attention on the cognitive activity, individual students' development, flexible and intellectual possibilities and skills using such technologies as interactive, communicative, multimedia, informational and others. The project «National Strategy for the Development of Education in Ukraine for 2012–2021 years» sets a purpose of the education modernization in order to provide scientific and innovative activity in education, to make the education process more available and

bright. Interactive methods are considered the most effective to achieve this goal – they make the learning process more lively, help students to cooperate with each other more easily avoiding tension and psychological strain, create atmosphere of equality and help to establish partnership relationship among all the participants of the process including the teacher, who doesn't fulfill the function of a mentor but just of an equal interlocutor instead. Interactive methods help to create democratic and comfortable conditions, they help to realize innovative learning approaches. They help to generate and simulate the circumstances in which every participant feels his importance and necessity.

Modern way of educating should include active learning which encourages students to study through reading, writing, talking, listening, and contemplating. There is a growing trend to encourage students to take a more active part in their own education. The more active and engaged students are in learning process the more they become capable of analysing and evaluating information by themselves, becoming independent thinkers and lifetime self-instructors. Active learning places students in an interactive environment which provokes formation of relevant skills, attitudes building, independent thinking, and personal development – taking place simultaneously. As Arthur Chickering and Zelda Gamson point out in «Seven Principles for Good Practice» students do not learn much by simply being in class and listening to the teacher, they need to talk about what they are learning, write about it in everyday life [3]. Students shouldn't be passive consumers of existing ideas and information, they should become active partners and create their own knowledge. For example, when the students of the second year of History department try to make their own blogs connected with their professional topics, they learn to choose the relevant information themselves, try to make it brief and catching, study creative writing. Especially active they were during the President lecture company when each of them heard a mass of contradictory facts, information that needed to be checked and thought over. Each student had his or her own opinion which they were eager to express but had no proper opportunity to express their point of view. Classroom blogging gave them such a platform. Incorporating blogs in the process of education provides active learning features. The exercise of writing a blog encourages students to expand their own ideas and thoughts. A classroom blog provides students with the opportunity to form an interactive community. The focus is on learning and sharing information. Blogs also motivate students to become «experts» on a topic and share their knowledge with others. Blogs are interactive because readers can respond to or even start a discussion. Using a blog involves some of the most essential techniques of collecting information and creative generating and summarizing ideas and, mostly important, improve their research skills and ability to be more analytical and critical.

The main demands of modern society that young professionals come across are the ability and desire to create some new product which can be competitive enough, to be able to find the new ways of deciding some professional problems creatively, capability to put into practice new ideas and foresee the desired result of activity. It means that one more important feature that should be

developed in students is creativity. The study of scientific literature dedicated to the phenomenon of creativity shows that scientists (V. Antonishina, J. P. Guilford, E. P. Torrance, J. S. Feldhusen, V. Frytsiuk and the others) do not present the unambiguous definition of creativity, its structure, components and criteria. But they all have the same idea about such necessary components of creativity as competence, ability to think creatively and motivation [2]. Possessing them makes it possible to create something new, generate new ideas that nobody had before, find opportunities to use the new ideas in professional activity. English teachers should use every possibility to stimulate such creative environment of learning that can lead to developing creative thinking and ability to generate new ideas [1]. Even on the stage of grammar practicing it is possible to stimulate some elements of creative thinking – students don't only practise making sentences, they complete such sentences as: *If I knew it was the last day of my life, I would...* *If I had the time machine, I would travel to...* *If I had a magic stick, I would ...* *If I met the President of Ukraine I would ask him ...* It gives the students possibility not only to practise Conditional Sentences topic, but to deploy their imagination and creativity in a suggested situation, to create their own view on it.

While doing reading activity students also have a chance to develop their creativity at discussion stage. They not only discuss the events and characters' actions but get the task to imagine themselves in the situations alike and identify their feelings and possible actions. For example, while discussing the story about a group of shop customers stuck in the lift at Christmas for five hours they should imagine such a situation and its consequences in their life or describe another situation from their own life experience, which helped to demonstrate people's typical features. While discussing the topic of reasons why people lie, students – psychologists get the task to recollect and describe the situations when they had to lie somebody and explain their own motives and feelings. It helps them understand other people reasons and intentions which can be useful in their future professional activity. Moreover, such tasks lead to developing divergent way of thinking when a person is able to find a lot of decisions of one problem using unexpected ways, to be flexible and fluent in a suggested situation and be able to create a new situation for further classroom discussion.

One more important requirement of modern educational process is developing critical thinking which gives students ability to think independently, to revise the evident, to plan the activity beforehand and at the same time to be flexible enough to change the plan if necessary. This process is called metacognitive monitoring – self-evaluating of your own thinking process, your own actions observation and being ready to correct mistakes and find compromise solutions. A person who thinks critically forms an adequate point of view on the environment, can use alternative thinking, is able to prove his or her opinion. Critical thinking helps to identify the problem and find non-trivial decisions. Modern society needs such professionals who are able to be independent and tolerant to other views at the same time. Forming such a mentality must be in the focus of every teacher irrespective of the subject they teach because modern market demands per-

sonalities with their own fresh ideas, ready for self-development and gaining new knowledge. Learning English gives an opportunity to develop critical thinking while reading and discussing activities when every student has a possibility to express his understanding of the most valuable thoughts and authors' ideas. At the discussion level students are encouraged to ask the most «unusual» questions to their group-mates in order to obtain more information, understand characters' motives and memorize the most valuable or important facts. They are also encouraged to use their own life experience situations to prove their opinion. For example, students-psychologists often discuss recommendations of respectable scientists in their field of how people should behave in different situations. They may not only apply their recommendations to their own life experience but give their own tips and criticize some recommendations which can be inappropriate in some cases. While discussing the topic of different fears, typical to a modern person, or the reasons of being stressed or depressed, they add a lot of information which cannot be found in their professional literature. The atmosphere in class should be so comfortable and friendly that students are not afraid or shy to speak about their own fears and anxiety, giving some new

facts to the discussed topic. They also try to find a proper «treatment» relying on their own experience of getting rid of the problem. In such a way students not only passively get information, but also generate some new knowledge, which they will be able to use in their future professional activity.

Conclusion. Globalization has become a reality within which modern society members should live and act. Educational process, along with industry, technologies and other spheres, is being influenced by globalization processes. It has become necessary to teach and develop the desire to learn constantly because knowledge becomes outdate very fast and needs to be updated regularly. Students should be flexible to react adequately to the changing market. The main ways to educate such professionals are to create such educational environment which can provide them with the possibility to express their opinion, not to be afraid of making mistakes, to be ready to correct their mistakes, not to be afraid to disagree with an existing opinion and able to analyse every fact critically, creating some knowledge independently but on the platform of the gained and properly evaluated knowledge. Only such abilities can enable future professionals to be competitive in the era of global competition.

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ВПЛИВ ГЛОБАЛІЗАЦІЇ НА СТРАТЕГІЇ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ

Вчені не знайшли єдиного універсального визначення для феномену глобалізації, однак усі погоджуються із тим, що процес глобалізації має як позитивні так і негативні наслідки для будь-якої сфери людської діяльності, якими не можна нехтувати. Найбільш позитивним є те, що людство отримало можливість доступу до неймовірних обсягів інформації у будь-яку мить. Водночас, порівняно із життям у минулому, коли кожна людина могла почуватися справжнім майстром своєї справи, не маючи брати участь у дуже жорсткій конкуренції, сучасні спеціалісти постійно відчують, що вони не є єдиним авторитетом, що є багато інших спеціалістів в їхній сфері, з якими, в разі потреби, можна проконсультуватися в будь-який момент, незалежно від місця їх знаходження. Сучасні спеціалісти мають постійно вдосконалювати свої навички та оновлювати свої знання, які у наш час дуже швидко перестають бути сучасними. Ніхто сьогодні не може отримати «вічних» знань, які б не було потрібно оновлювати та доповнювати впродовж життя. Це є найголовнішим, до чого мають бути підготовлені і чого мають прагнути сучасні студенти. Знання та набуті навички мають відповідати вимогам суспільства, що постійно змінюється, промисловості та сфери послуг.

Беручи до уваги усе вищезазначене, ми бачимо нагальну потребу в створенні настільки гнучкого навчального середовища, що буде спроможним розробити механізм підготовки таких майбутніх спеціалістів, які будуть конкурентоспроможними на ринку праці в умовах глобалізації. Для цього вони мають усвідомлювати зміни у суспільстві, бути готовими до постійних викликів та необхідності адекватно та швидко реагувати на ці зміни.

Однією із таких вимог для сучасного спеціаліста є здатність до створення нового продукту, якого немає на ринку і який здатен конкурувати та викликати інтерес до себе. Це також здатність до нового бачення професійної проблеми і знаходження нових шляхів її вирішення. Це означає, що головною рисою, притаманною сучасному спеціалісту, є креативність. У статті розглядається питання розвитку креативності у студентів. Не менш важливою є здатність до самостій-

ного мислення та вміння водночас вчитися в інших і мати власну думку, не залежачи від загальної думки, якщо ти не згоден з нею. Розвиток критичного мислення має велике значення, оскільки здатність до критичного мислення допомагає приймати самостійні, нестандартні рішення, що є вимогою сучасного життя. Сучасна освіта має включати активне навчання, в якому студенти беруть найактивнішу участь, вчать знаходити інформацію самостійно, адекватно оцінювати та аналізувати її. Стаття пропонує деякі шляхи для створення саме такого навчального середовища, яке сприятиме створенню та розвитку навичок необхідних для успішного сучасного спеціаліста.

Ключові слова: процес глобалізації; суспільство що швидко розвивається; інтерактивні засоби; симульовані обставини; здатність бути більш аналітичним та критичним.

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ВЛИЯНИЕ ГЛОБАЛИЗАЦИИ НА СТРАТЕГИИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

Процесс глобализации оказал огромное влияние на все сферы человеческой деятельности. Сегодня никто не может быть уверен в непогрешимости приобретенных ранее знаний, так как, в отличие от прошлого, знания приобрели тенденцию быстро устаревать, особенно в области технологий. Это не может не накладывать отпечаток на то, как люди получают знания и профессиональные навыки. Перед современным образованием стоит задача помочь будущим специалистам стать успешными и конкурентоспособными на современном рынке труда. Для этого они, прежде всего, должны осознать необходимость учиться и совершенствоваться в течение всей профессиональной жизни. Статья предлагает некоторые методы развития таких умений и навыков, которые помогут будущему специалисту стать активным, способным к творчеству и принятию самостоятельных нестандартных решений.

Ключевые слова: процесс глобализации; быстро развивающееся общество, интерактивные методы; симулированные обстоятельства; способность быть более аналитичным и критичным.

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