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THINKING GLOBALLY, TEACHING LOCALLY

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Збірник тез доповідей Всеукраїнській конвенції TESOL-Україна "Мислимо глобально, викладаємо локально", яка відбулася у Харкові 9–10 квітня 2019 р. У конвенції взяли участь понад 200 викладачів вищих і середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, лінгвометодики, комп'ютерної лінгвістики, лінгвометодики з впровадження новітніх інформаційних технологій, літературознавства тощо.

Видання збережено на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

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The collection includes Convention papers of the reports made at the Annual National TESOL-Ukraine Convention "Thinking Globally, Teaching Locally", that took place in Kharkiv on April 9–10, 2019. More than 200 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, ELT methodology, CALL, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

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activity and creative thinking to the search of optimal ways of solving the problem. It is the facilitators who are to form the competencies required by the professional education programs. But there is no methodology in Ukraine which is aimed at preparing facilitators, teacher-assistants or coaches so far, and it is also our local task in global dimension.

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THE TRAINING OF VERBAL CREATIVITY WITH STUDENTS OF PSYCHOLOGICAL SPECIALITY

Creative thinking is one of the growing areas of interest among business trainers and educators, as it is one of the 21st century skills that students need to develop in order to succeed in the information age. According to the definition, creativity is the ability to imagine or invent something new, but it is not the ability to create out of nothing, it is generating new ideas by combining, changing, or reapplying existing ideas [4]. Verbal creativity can be defined as a part of creativity that represents a person's ability to use ready-made forms and meanings of the language creatively and to renovate linguistic repertoire [1]. High level of verbal creativity is especially important for future psychologists' training, because speech is one of the main instruments of a psychologist. Future specialists will have to be able to select words accurately, without excessive pausing and usage of hesitation fillers while looking for a correct word. They also should be effective in their communication with clients of different background during psychological consultations in their future professional life.

As Ukrainian psychologist and art-therapist O. Tatarina notes, verbal creativity is one of directions of art-therapy [2; 14]. It has a positive impact on students' speaking and writing skills, boosts effective communication, to overcome language barrier and raise self-esteem. On the other hand, creativity has so often been suppressed through education, especially it refers to adult students, that reawakening it can become a challenge for teachers. Art-therapy

as a quite recent direction of psychotherapy can become one of the solutions of this problem, as it is able to provide a range of effective activities to enhance the level of students verbal creativity in a gentle caring way [2; 14].

One more factor in favour of instruments of art-therapy is that they can be easily incorporated into English language classes. Our work consisted of three stages: diagnostics, verbal creativity training and final tests. To diagnose the level of students' verbal creativity was used *The Remote Associates Test (RAT)*, developed by S. Mednick. Students had to think of a word that is somehow related to each of the three words. These words were not connected with each other and could be associated in a number of ways, such as by forming a compound word or a semantic association. *Example items:* cottage / swiss / cake, force / line / mail (air); more advanced: tooth / potato / heart (sweet), flower / friend / scout (girl) [3]. To measure fluency we used *The threes test*, offered by art-therapist O. Tatarina. Students in turns had to name a noun, an adjective and a verb starting with every letter of the ABC within a time limit. The low level (0-5 threes) could mean that a person is tired or under continuous stress. The average level is 6-8 threes. The high level (9 and more) shows a person is developing intensively [2].

The main criteria of verbal creativity include fluency (the speed of thinking), originality and flexibility [1], so the second stage of our project was training focused on every criterion. Examples of activities on *fluency* can be the following: *Noun-adjective-verb* and *ABC* [2; 15]. For *Noun-adjective-verb* students work in pairs. While Student A tries to name as many nouns as possible within 1 minute, the student B is a timekeeper. The tasks of student B is to put a tick for every word, to keep time and count the results. Then the same activity is repeated with adjectives and verbs. For a better result words should be from different spheres. This activity can also be done with closed eyes following by discussion of peculiarities of every person's perception.

ABC. Students have to name words starting with every letter of the alphabet. If they do not remember any, they omit this letter and go on with the next one. In this case, the results are fixed as well. A teacher can suggest using different parts of speech.

For development of *originality* such an activity as *Monophone* can be applied. It is similar to the previous activity, but students in groups have to make up a story, in which every word starts with the next letter of the alphabet.

To train *flexibility* we suggest activities on building associations (e.g., *love is like an onion because...*), suggesting reasons why some events could happen (five or more), predictions (*What will happen after Cinderella becomes a queen*), giving creative instructions or tips (*how to teach a woman to think positively, how to make a dragon reflect on his actions, how Superman can deal with stress*), making up a story using several randomly chosen words, etc. In every case a definite time limit is set. Professionally oriented context is also preferable.

As practical experience has shown, in case these and similar activities are practiced regularly, they boost self-confidence, increase fluency of speaking, help to overcome communicative barrier, alleviate fear of public speaking, as well. Verbal creativity training also stimulates development of speech creativity and flexibility of outlook. At the end of the term students could select a correct word to express their thoughts much faster, public speaking skills and memory sufficiently approved as well. Therefore, such an art-therapeutic instrument as verbal creativity training is able to facilitate the development of future psychologists' communicative competence as part of their professional competence.

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MOVING LEARNING STATIONS

It is not a secret to anyone that the educational system of Ukraine is in a process of changes nowadays. A learner-centred approach has become evident and urgent. The teacher's role here is as a facilitator and monitor. One of the main ways to implement this learning technique is group work. Group work has benefits to thinking, growing, learning and powerful exchanging of ideas. It develops learners' 4Cs – the main skills of the 21st century - collaboration, communication, critical thinking, creativity and produces a positive motivational learning environment.

- The work in small groups has its positive and negative sides. *Advantages*:
- All learners are engaged and contribute;
 - All learning skills (writing, speaking etc.) are developed at the same time;
 - A good way to revise and summarise the learning material and check learners' knowledge of the topic;

- The teacher can reduce the number of printed materials and needs minimal preparation.

Disadvantages:

- Mixed ability groups;
- Problems with lesson management (it is difficult for the teacher to combine the role of the facilitator and the monitor; he is not always able to control the work of each student);
- Uncertainties and disagreements in a group.

Nevertheless when the students understand their roles, instructions and keep the rules, they usually enjoy group work. It increases their motivation, gives them the opportunity to speak and practise what they have learnt together.

There are different types and strategies of group work in the classroom. One of them is named 'Moving Learning Stations'. It is usually implemented at the end of the theme when the teacher's task is revising and summarising of the knowledge learnt during the theme. The peculiarity of this type is that students in groups (4-6 persons in each one) should move from one station to another accomplishing a certain task. This activity looks like a quest or a challenge race: the participants have 5-6 minutes to complete each task, writing the answers on their answer sheets; they have to move to the next station clockwise after the teacher's signal.

Let us view the example of group work activities based on the theme "Travelling" (Form 6). It includes 6 stations: 1) Brainstorming: write as many ways of travelling as you can. 2) Matching: match the words with their definitions and make up 2 sentences with the words. 3) Jumbles: make up 3 questions from the words and answer them. 4) Reading: read the text about the famous traveller and do the MCQ task after reading. 5) Cinquain (a poem: line 1 - object, line 2 - two adjectives that describe this object, line 3 - three verbs that name the actions the object does, line 4 - phrase that describes your attitude to the object, line 5 - one word that expresses what you feel about the object). 6) Poster "Our Group Journey": make a poster according to the plan: 1. Country/place you're going to visit, 2. What you need for your journey, 3. Means of transportation you will use, 4. Introduce and advertise your poster to the class.

At the end of the lesson the teacher gathers the groups' answer sheets, checks and estimates them. Self and peer assessments are also approved. If there was a small project task, the students should prepare the short introduction of it to all classmates, every student in a group has to participate in this activity to succeed – their individual success depends on the group's success. The other groups' task is to listen to their opponents' presentation attentively and prepare the questions to get the bonus points for their group.

The teacher can change the stations' tasks, improve them and create a new one according to the aim of the lesson, the students' level and age. He also provides the feedback to find out the possible problems and avoid them in