МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
СУМСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
КАФЕДРА ІНОЗЕМНИХ МОВ
ЛІНГВІСТИЧНИЙ НАВЧАЛЬНО-МЕТОДИЧНИЙ ЦЕНТР

МАТЕРІАЛИ

XIV ВСЕУКРАЇНСЬКОЇ
НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ
СТУДЕНТІВ, АСПІРАНТІВ ТА ВИКЛАДАЧІВ
ЛІНГВІСТИЧНОГО НАВЧАЛЬНО-МЕТОДИЧНОГО ЦЕНТРУ
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A SIDELIGHT ON CONVERSATIONAL ENGLISH

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If we were to compare the spoken and the literary language we should be greatly impressed by the marked difference that distinguishes the one from the other. This renders a closer study of spoken English all the more important especially because no serious effort has been devoted to this essential aspect of linguistic training. Greater flexibility as regards syntax and grammar is pointed out as one of the distinctive features of spoken English. It can best of all be perceived in its syntactical pattern ever so different from that of the literary language. As W. J. Ball in "Conversational English" puts it: "In conversation a much looser word order than in the literary language is customary. Conversation makes its own rules and if from time to time, they run counter to those of written English they are none the less valid – but in their own territory." And elsewhere: "Conversational English is more broken up in texture and the strands of grammar are less closely knit than in written English." Thus, depended as they are on the basic facts of traditional grammar, conversational structures should be studied as a separate entity if we are to learn speaking in an easy, expressively dynamic manner. It is an urgent, but difficult task.

As to its stylistic characteristics, spoken English occupies a place peculiar to itself. Though the gap between spoken and written English is less pronounced in educated circles, the former retains many of its typical traits. Prominent among them is the extensive use of simile and metaphor. Conspicuous by their absence are well-set-up clauses and phrases. Cadences and rhythms of spoken English are the main factors responsible for the choice of the sentence pattern. On closer study, one can observe too many stereotyped expressions which normally occur in every day dialogue. It should be said that in conversation much depends on context. W. J. Ball is absolutely right: "The context of the spoken word is complex – much more complex than a literary

context. It includes not only the situation but also the mood, mental and physical attitude of the speaker. It is conditioned by the person spoken to and his possible reactions." So the main quality of everyday speech is the exact correspondence its lexical, grammatical, stylistic and intonation media of expression to the content, task and conditions of communication.

FORMING STUDENTS' COGNITIVE CREATIVE INDEPENDENCE IN HEURISTIC PROFESSIONALLY ORIENTED SITUATIONS

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Successful studying at institutions of higher education requires high level of students' independence, critical thinking, as well as the usage of creative approaches to learning activities, which should be meaningful and engaging.

Involvement into different types of independent cognitive and creative activity (required, desirable, optional) should happen under the guidance, but without direct participation of the teacher in the classroom or during extracurricular activities [1]. The last ones are of great importance as a student becomes the initiator of the search for knowledge, acquires the ability to manage his/her own activities, independently states and defines a learning task; plans his/her own work, organises and controls it; corrects the planning, organization and manages to monitor this work in progress, thus ensuring the development of personal self-regulation that serves as the base component of the manifestation of cognitive and creative independence;

Heuristic modelling of the professionally-oriented situations and tasks that contain some problems close to professional activity and require different approaches to their solution [1]. A student needs to define his/her attitude to the