

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
КРЕМЕНЧУЦЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ІМЕНІ МИХАЙЛА ОСТРОГРАДСЬКОГО



МЕТОДИЧНІ ВКАЗІВКИ  
ЩОДО АУДИТОРНОЇ ТА САМОСТІЙНОЇ РОБОТИ  
З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ  
**«АНГЛІЙСЬКА МОВА НАУКОВОЇ ТЕРМІНОЛОГІЇ»**  
ДЛЯ ЗДОБУВАЧІВ СТУПЕНЯ ВИЩОЇ ОСВІТИ «ДОКТОР ФІЛОСОФІЇ»  
ВСІХ СПЕЦІАЛЬНОСТЕЙ

КРЕМЕНЧУК 2017

Методичні вказівки щодо аудиторної та самостійної роботи з навчальної дисципліни «Англійська мова наукової термінології» для здобувачів ступеня вищої освіти «Доктор філософії» всіх спеціальностей

Укладач старш. викл. М. В. Бігдан

Рецензент д. філол. н. К. Л. Сізова

Кафедра філології та видавничої справи

Затверджено методичною радою Кременчуцького національного університету імені Михайла Остроградського

Протокол № \_\_\_\_\_ від «\_\_\_\_\_» \_\_\_\_\_ 2017 р.

Голова методичної ради \_\_\_\_\_ проф. В. В. Костін

## CONTENTS

FOREWORD.....		3
1	Topics for Discussion.....	5
	Module 1 Academic vocabulary.....	5
	Theme 1 Adjectives and Adverbs.....	5
	Theme 2 Link words and Prepositions.....	6
	Theme 3 Nouns and Verbs.....	7
	Module 2 Useful phrases.....	10
	Theme 1 Abstracts and Introductions. Literature Review.....	10
	Theme 2 Materials and Methods. Results.....	12
	Theme 3 Highlighting previous and current research. Referring to figures and tables.....	13
	Module 3 Clear language.....	15
	Theme 1 Easily confused words.....	15
	Theme 2 False friends. Synonyms.....	15
	Theme 3 Phrasal verbs. Modal verbs.....	17
2	Evaluation of Students' Knowledge .....	20
References.....		21

## ВСТУП

В основу стилю сучасного англійського наукового дискурсу покладено норми англійської письмової мови з певними специфічними характеристиками, а саме, стилістичними особливостями використання лексики, граматичних структур і способу викладу матеріалу.

Уживання загальнонаукової термінології є однією зі специфічних рис, що значно вирізняє академічний стиль. До неї належать слова та словосполучення, які не мають властивостей терміна ідентифікувати поняття та об'єкти певної галузі, але переважно вживаються саме в науковому стилі; лексика включає різні слова, які використовуються для опису властивостей і особливостей зв'язків між термінологічно позначеними поняттями й об'єктами, а також цілу низку загальних лексичних одиниць, уживаних у суворо визначених поєднаннях і тому спеціалізованих. Така лексика зазвичай не фіксується в термінологічних словниках і вона не має наукового визначення.

Значне місце в англійському науковому дискурсі займають службові (функціональні) слова, що створюють логічні зв'язки між окремими елементами висловлювань та є невід'ємними елементами розвитку логічного міркування. До них належать, наприклад, прийменники, сполучники, прислівники. Разом із фразами-кліше, словосполученнями й особливостями вживання граматичних і синтаксичних структур вони створюють характер академічного стилю і є **предметом** вивчення цієї навчальної дисципліни.

Навчальна дисципліна «Англійська мова наукової термінології» загальним обсягом 90 годин (3 кредити ESCT), з яких 30 годин відведено на аудиторну, а 60 – на самостійну роботу, викладається у II семестрі першого року навчання здобувачів ступеня вищої освіти «Доктор філософії». Навчальний курс складається з трьох змістових модулів, до кожного з яких

входить три теми. Закінчується навчальна дисципліна диференційованим заліком.

Основним **завданням** навчальної дисципліни є надання фахівцям багатосторонньої мовної допомоги щодо написання наукових праць англійською мовою.

**Мета** навчальної дисципліни – навчити фахівців упевнено орієнтуватися у виборі лексики, виразів, словосполучень і зворотів, властивих англійському академічному стилю.

У результаті вивчення навчальної дисципліни здобувач повинен

**знати:**

- основні загальнонаукові терміни;
- функціональні фрази;
- граматичні структури;
- правила англійського синтаксису;
- мовні форми, властиві академічному стилю;

**уміти:**

- вільно та на належному рівні граматичної та академічної коректності викладати свої думки англійською мовою;
- конструювати граматично правильні, докладні, логічно пов'язані й не перевантажені зайвими лексичними одиницями речення, пов'язувати їх в одне ціле – резюме, тези, доповідь, статтю, рецензію та ін.

# **1 TOPICS FOR DISCUSSION**

## **MODULE 1**

### **Academic Vocabulary**

#### **Theme 1**

#### **Adjectives and Adverbs**

##### **Action point 1 (Adjectives)**

- 1.1. Actual, current, topical.
- 1.2. Actually, currently, nowadays.
- 1.3. Advisable, convenient, comfortable.
- 1.4. Almost, hard, hardly, nearly, everything, entire, all.

##### **Action point 2 (Adverbs)**

- 2.1. Alternate(ly), alternative(ly).
- 2.2. Appropriate(ly), convenient(ly), correct(ly), proper(ly), right(ly).
- 2.3. Coherent(ly), consistent(ly).
- 2.4. Coherent(ly), consistent(ly), substantial(ly).

##### **Action point 3 (Independent work)**

3.1. Provide the following words with their definitions. Write one sentence demonstrating the proper usage of every word.

1. common, diffuse, widespread
2. comprehensible, understandable
3. connected, linked, related
4. contemporary, contemporaneous, simultaneous
5. continual(ly), continuous(ly)
6. deeply, strictly, strongly, tightly, thoroughly
7. different, several, various
8. economic, economical, economically, financial
9. economic, low-cost

10.enough, quite, sufficient(ly)

11.independent(ly), irrespective(ly), regardless(ly).

3.2. The Quantifiers. Rules and examples.

**Literature:** [3, p. 32; 4, p. 111; 10; 13].

## **Theme 2**

### **Link Words and Prepositions**

#### **Action point 1 (Link Words)**

1.1. According to, depending on, following, in accordance with, in agreement with, in compliance with.

1.2. Also, as well as, either, even, neither / nor, not only, so, too.

1.3. Both, either, neither, if, whether.

1.4. Despite, despite the fact, however, in any case, in spite of the fact, nevertheless, notwithstanding, still, yet.

#### **Action point 2 (Prepositions)**

2.1. Above, over, below, under, underneath.

2.2. Among, between, from, of, with.

2.2. At, to, þ (no preposition).

2.3. Various prepositions.

#### **Action point 3 (Independent work)**

3.1. Provide the following terms with their definitions. Write one sentence demonstrating the proper usage of every word.

1. e.g., for example, i.e., such as, that is to say, etc

2. eventual(ly), if necessary, in the end

3. in fact, instead (of), on the other contrary, on the other hand

4. compared to, in relation to, with respect to

5. as a consequence, consequently, hence, it follows that, thus, therefore.

3.2. Choose the correct preposition for each verb. Translate into Ukrainian. Write one sentence with each phrase.

1. access \_\_\_ something þ / at / to

2. gain access \_\_\_ something p / at / to
  3. act \_\_\_ something on / onto / to
  4. add X \_\_\_ Y p / at / to
  5. allocate X \_\_\_ Y p / at / to
  6. associate X \_\_\_ Y at / to / with
  7. benefit \_\_\_ something by / from / of
  8. change X \_\_\_ Y in / into / to
  9. choose \_\_\_ a set between / from / of
  10. compensate \_\_\_ something p / for / from
  11. convert X \_\_\_ Y in / into / to
  12. dedicate X \_\_\_ Y p / at / to
  13. deliver X \_\_\_ Y p / at / to
  14. depend \_\_\_ something by / from / on
  15. discuss \_\_\_ something p / about / with
  16. impose X \_\_\_ Y at / into / on
  17. investigate \_\_\_ something p / at / to
  18. participate \_\_\_ something at / in / into
  19. prepare X \_\_\_ Y p / at / for
  20. prevent X \_\_\_ happening from / of / to
  21. provide \_\_\_ someone p / at / to
  22. replace X \_\_\_ Y at / to / with
  23. study \_\_\_ something p / at / on
  24. suffer \_\_\_ something by / from / on
  25. transform X \_\_\_ Y in / into / to
- 3.3. Relative pronouns. Rules and examples.

**Literature:** [5, p. 74; 6, p. 186; 8; 11; 12].

### Theme 3

#### Nouns and Verbs

#### Action point 1 (Nouns)



- 1.1. Base, basis, degree, extent, level, region.
- 1.2. Chance, opportunity, possibility, probability.
- 1.3. Danger, hazard.
- 1.4. Requirement, request, query, demand.

### **Action point 2 (Verbs)**

- 2.1. Affect, effect, influence, condition, interest.
- 2.2. Anticipate, bring forward, expect, forecast, foresee, predict.
- 2.3. Assume, hypothesize, suppose.
- 2.4. Assure, ensure, guarantee, insure.
- 2.5. Ascertain, check, control, verify.

### **Action point 3 (Independent work)**

3.1. Find the two nouns in each row that are significantly different in meaning from the others. Write one sentence per each word. Note that the other nouns are not synonyms but simply words with a similar meaning.

1. adjustment, alteration, association, enhancement, enrichment, improvement, progress
2. affinity, depiction, description, outline, picture, portrayal, similarity
3. aid, aspect, assistance, characteristic, cooperation, help, reinforcement, support
4. aim, appraisal, approach, assessment, attempt, goal, intention, objective, purpose, target
5. analysis, investigation, reinforcement, reorganization, study, test, trial, verification
6. angle, argument, assumption, bearing, belief, conjecture, deduction, hypothesis, inference, design, development, illustration, plan, program, schedule, scheme
7. appraisal, assessment, demonstration, evaluation, proof, review, survey
8. bond, connection, convergence, joining, joint, link, streamlining, strengthening, union
9. confirmation, consequence, corroboration, outcome, reaction, response, result
10. contrast, disagreement, discrepancy, incompatibility, transformation, variation

3.2. Provide the following words with their definitions. Write one sentence demonstrating the proper usage of every word.

1. decrease, drop, plummet
2. depict, highlight, show, visualize
3. detect, discriminate, distinguish, identify
4. determine, cause, induce, lead to
5. divide, separate, share, split
6. experiment, experience, prove, test
7. expect, presume, suppose, wait for
8. exclude, rule out, marginalize
9. subject to, subjected to, undergo
10. determine, cause, induce, lead to

3.3. In each group of verbs, find the two verbs that have a very different meaning from all the others.

1. abide by, acknowledge, adhere to, carry out, comply with, establish, observe, satisfy
2. accomplish, carry out, construct, execute, fabricate, perform
3. acquire, collect, envisage, expect, gain, gather, obtain, procure
4. adopt, employ, exploit, review, survey, use, utilize
5. agree with, clarify, comment on, concur with, correspond to, fit, match, suit
6. aid, argue, assist, assume, cooperate, help, strengthen, support
7. aim, address, attempt, be oriented to, focus on, postulate, presume
8. annul, be about, concern, destroy, eradicate, extinguish, nullify
9. confirm, corroborate, highlight, illustrate, point to, show, stress, underline
10. explain, indicate, lend force to, prove, realize, reinforce, reveal, shape, support

3.4. Tenses. Conditional forms. Rules and examples.

**Literature:** [3, p. 62; 4, p. 120 – 221; 7; 9; 11].

## **MODULE 2**

### **Useful Phrases**

#### **Theme 1**

#### **Abstracts and Introductions. Literature Review**

##### **Action point 1 (Abstracts and Introductions)**

1.1. Address, aim, aim to, continuation, feasibility study, framework, propose, scope, target, this end, undertake.

1.2. Phrases and their functions.

##### **Action point 2 (Literature Review)**

2.1. Approach, attention, claim, critical issues, developed, emphasis, failed, led, literature, pointed out, review paper, among the first, work, would support.

2.2. Call into question, compared, conducted, contend, drawbacks, expected, findings, hypothesis, notes, observations, raise many questions, shortcomings, underway.

##### **Action point 3 (Independent work)**

3.1. In each sentence delete the one word / phrase that is not appropriate / grammatical. Write your own sentence with the deleted word / phrase to demonstrate its proper usage.

1. This paper outlines / proposes / describes / discovers / presents a new approach to...
2. This paper validates / examines / seeks to address / focuses on / discusses / investigates how to solve...
3. This paper is an overview of / a review of / a report on / a preliminary attempt how bilinguals separate the two languages while talking.
4. The aim of our work is to further / extend / widen / broaden / amplify current knowledge of...
5. This paper takes a new look at / re-examines / revisits / informs / sheds new light on how politicians use their power.

6. In the literature, ‘psychotic’ usually refers / often refers / is usually referred to a patient who...
7. Vitous [2015] has provided / put forward / put down / proposed a new definition of X, in which...
8. In the literature there lacks of a general definition of X / a general definition of X is lacking / there is no clear definition of X.
9. In their seminal / groundbreaking / cutting edge / state-of-the-art paper of 2001, Peters and Jones...
10. Experiments on X were conducted / carried on / carried out / performed on X in 2009 by a group of researchers from...
11. More recent evidence [Obama, 2013] shows / suggests / investigates / highlights / reveals / proposes that.
12. He claims / argues / criticizes / maintains / suggests / points out / underlines that...
13. Kamos’s [23] assumptions seem to be sensitive / realistic / wellfounded / well-grounded / plausible / reasonable / acceptable.
14. Many experts contend, however / instead / on the one hand, that this evidence is not conclusive.
15. This has led authors as / such as / for example / for instance Mithran [32], Yasmin [34] and Hai [35] to investigate...

3.2. Insert the words below into the spaces.

*call, henceforth named, hereafter, i.e., known as, mean by, namely, refer to, so-called, term*

1. The \_\_\_\_\_ ‘informatics’ is meant to describe any kind of action which.
2. The goals ( \_\_\_\_\_ ‘annotations’) are to...
3. The European Community, \_\_\_\_\_ the EC, is...
4. The goals, which we shall \_\_\_\_\_ as ‘annotations’, are clearly...
5. What the authors \_\_\_\_\_ ‘significant’ is not clear.
6. The sources, which we shall \_\_\_\_\_ ‘founts’, are...
7. These are called ‘societies’, but are also \_\_\_\_\_ ‘firms’.

8. The fonts, \_\_\_\_\_ the form of the characters, are of various types.
9. There are three different types, \_\_\_\_\_ : round, square and oblong.
10. In our model, these \_\_\_\_\_ 'checkers' were used to verify whether...

3.3. Passive versus active. Impersonal versus personal forms. Rules and examples.

**Literature:** [3, p. 44; 4, p. 217; 7; 9; 13].

## **Theme 2**

### **Materials and Methods. Results**

#### **Action point 1 (Materials and Methods)**

1.1. Complete with, customization, data were obtained, equipped with, fitted with, fully integrated, incorporates, instrument, is made up of, tailored.

#### **Action point 2 (Methods and Results)**

2.1. Following, having, integrating, reducing, resulting, selecting, speaking, subtracting, taking, using.

#### **Action point 3 (Independent work)**

3.1. Would / should / past.

The Heaf test was performed in accordance with BTS guidelines. Initially it was not anticipated that there (1) would be / would have been / was a need to offer BCG vaccinations on site to clients (i.e. homeless people) as it was assumed that, like the general population, only a small minority (2) would have / would have had / had negative Heaf tests without BCG scars. This meant that at the beginning of the study, a number of Heaf tests (3) would be performed / would have been performed / were performed on clients without recording their BCG status.

Clients referred to the chest clinic were those admitting to haemoptysis within the previous three months. It was decided that haemoptysis (4) should be / should have been / was the only symptom meriting referral to a chest clinic as a large number of the study population were likely to have persistent coughs and not all could be referred to a chest clinic.

3.2. Active, passive.

The time and the features of dreams (1) resembled / were resembled those previously described by Njami et al. The first visible sign of the onset of dreams (2) comprised / was comprised an in-rolling of the eye lids. The application of treatment for six hours (3) did not cause / was not caused any visible changes compared to the controls at the different developmental stages. Six hours of treatment on open eyes slightly (4) accelerated / was accelerated the pre-dream process. After ten hours the eye lids in the controls (5) started / were started to strain and twelve hours later were completely in-rolled. Treated eyelids on the human subjects (6) showed / were shown an acceleration of the straining process after 20 hours. In the nightmare treatments, straining and in-rolling (7) partially impeded / were partially impeded, after both 10 and 12 hours, compared to the controls.

3.3. Articles. Word order. Rules and examples.

**Literature:** [3, p. 83; 4, p. 109; 6, p. 78; 10, 11, 12, 13].

### **Theme 3**

#### **Highlighting Previous and Current Research.**

##### **Referring to Figures and Tables**

##### **Action point 1 (Highlighting Previous and Current Research)**

1.1. Appropriate, complicated, concern, conjectures, drawback, flawed, misleading, shortcomings, speculative, weakness.

1.2. Compelling evidence, incredible breakthrough, indisputable reasons, new and convincing argument, novel, particularly important, to date no work has been published, undeniable evidence, very exciting proposition.

##### **Action point 2 (Referring to Figures and Tables)**

2.1. Apparent, are presented, below, chart, details, highlights, illustrated, indicate, note, summarize.

2.2. Can be illustrated, classic example, example, for example, illustrates, illustration, include, including, such as.

##### **Action point 3 (Independent work)**

3.1. Decide which category (a – c), each of the phrases below (1–16) belongs to

- a) Admitting limitations.
- b) Explaining and justifying undesired or unexpected results.
- c) Minimizing undesired or unexpected results.
  - 1. A major source of uncertainty is in the method used to...
  - 2. Although performance was not optimal, we nevertheless believe that...
  - 3. As anticipated, there were some discrepancies.
  - 4. As is well known, these types of children are extremely difficult to control, consequently...
  - 5. Despite the limitations of this method, and consequently the poor results in Test 2, our findings do nevertheless suggest that...
  - 6. Since this was only a preliminary attempt to scan the brain, it is hardly surprising that...
  - 7. It is plausible that a number of limitations could have influenced the results obtained.
  - 8. The performance was rather disappointing.
  - 9. The prime cause of the discrepancy is the result of...
  - 10. The unexpectedly high level of contamination is without any doubt due to...
  - 11. There are several possible explanations for this finding.
  - 12. These discrepancies are of no real consequence due to the fact that...
  - 13. This apparent lack of correlation can be attributed to...
  - 14. This may have happened because we had not examined the data in enough depth.
  - 15. Unfortunately, we were unable to investigate the significant relationships of X and Y further because...
  - 16. We are aware that our research may have two limitations. The first is...
  - 17. The second is... These limitations are evidence of the difficulty of collecting data on...

### 3.2. Acknowledgement. Academic emails.

**Literature:** [4, p. 93 – 167; 5, p. 352; 6, p. 132; 7; 8; 11].

## **MODULE 3**

### **Clear Language**

#### **Theme 1**

#### **Easily Confused Words**

##### **Action point 1**

1.1. Founded / funded, weighed / weighted, form / from, choice / choose, than / then, whit / with, filed / filled, trough / through, losing / loosing, sue / use, grouped / groped, addiction / addition.

1.2. Spelling mistakes or occurrences of the wrong word.

##### **Action point 2**

2.1. Finding the correctly spelt words.

##### **Action point 3 (Independent work)**

3.1. What is the difference between: accept / except, principal / principle, seem / seam, right / write, affect / effect, hole / whole, formerly / formally, board / bored, compliment / complement, new / knew, disgust / discussed, genes / jeans, role / roll, whether / weather, weak / week, stationery / stationary, course / coarse.

3.2. Repeat the spelling rules.

**Literature:** [10; 11; 12; 13].

#### **Theme 2**

#### **False Friends. Synonyms**

##### **Action point 1 (False Friends)**

1.1. Seeking the truth.

1.2. Actual / effective, actually / currently, alternately / alternatively, although / apparently, coherent / consistent, considerable / consistent, checked / controlled, proved / tested, experienced / experimented, availability / disposal, eventuality / event.



### **Action point 2 (Synonyms)**

2.1. Actually / currently / at the moment / in reality, argument / heated discussion / subject / topic / issue, advertisement / warning / publicity, comprehensive / exhaustive / understanding / sympathetic, consistent / substantial / in line with everything else.

2.1. Write down a one-word equivalent to the following phrases. You can use the same word more than once.

*A good number of; a high percentage of; a large proportion of; a number of; few in number; never at any time; of the order of; vast majority of.*

### **Action point 3 (Independent work)**

3.1. Match the words (1 – 10) on the left with those on the right (a – j) having a similar meaning (though not always identical).

- |                 |                  |
|-----------------|------------------|
| 1. ascertain    | a) find out      |
| 2. commence     | b) urge          |
| 3. facilitate   | c) show          |
| 4. elucidate    | d) ease          |
| 5. manifest     | e) use           |
| 6. prohibit     | f) end           |
| 7. recommend    | g) start         |
| 8. substantiate | h) prove         |
| 9. terminate    | i) block         |
| 10. utilize     | j) shed light on |

3.2. Find the one word or phrase that has a different meaning from the others, or does not grammatically fit in the sentence. Write a true sentence for each word / phrase.

1. P and Q can be classified according to / depending on / in compliance with / in terms of / on the basis of how they are used.
2. P and Q can be divided into four main categories / classes / factors / sub-groups / sub-sets.
3. Languages are generally categorized / classified / divided / grouped / shared into four main types.

4. Malnutrition can give rise to / cause / lead to / result in / stem from a series of diverse factors.
  5. The graph shows that there has been a gradual / marked / remarkable / sharp / slight / steady / steep rise in the number of incidents since 2012.
  6. The table highlights the steady decline / decrease / drop / fall / rise in the number of teenage pregnancies.
  7. The rate of Z is anticipated / designed / expected / projected to drop sharply after 2020.
  8. The apparatus comprises / consists of / is made up of / is composed by / composed of three parts:
  9. The system comes complete / incorporates / is equipped / is fully integrated / is fitted with a tracking device.
  10. The device is connected / mounted / attached / fastened / fixed to a concrete poll.
- 3.3. Acronyms and abbreviations. Rules and examples.

**Literature:** [7 – 13].

### **Theme 3**

#### **Phrasal Verbs. Modal Verbs**

##### **Action Point 1 (Phrasal Verbs)**

- 1.1. Verb plus prepositions in, out, into, on, up etc.
- 1.2. Back up, break down, bring up, call off, carry on, carry out, give up.

##### **Action point 2 (Modal Verbs)**

- 2.1. Can, may: negative.
- 3.2. Can, could, might: affirmative and negative.

##### **Action point 3 (Independent work)**

- 3.1. Replace the phrasal verbs with one of the verbs below.

*Compile, consult, elaborate, emit, evolve into, examine, experience, find, highlight, lessen, reduce.*

1. When reading a text, if you come across a word you are unsure of you should look it up in a dictionary.
2. The government can limit expenditure by cutting down on politician's salaries.
3. To receive the funds for the project, they were required to draw up plans for the design and development.
4. In many patients, the incidence of epileptic fits begins to ease off from the age of ten or eleven.
5. The form should be filled out and signed.
6. When heated they give off fumes in greater volume and strength than through normal evaporation.
7. Some children that simultaneously acquire two languages go through an initial stage in which they are not able to differentiate between their two languages.
8. They will go through the manuscript looking for any examples of plagiarism.
9. This research began as an internal project and then grew into an attempt to survey the various methods currently available.
10. As pointed out earlier, this scenario is quite rare.

### 3.2. Can, be able, could, may, will.

1. I could / am able to be wrong, but I don't think so.
2. I will can / be able to tell you tomorrow.
3. He can / is able to speak ten languages.
4. I hope to can / be able to see her tomorrow.
5. She has never could / been able to do this.
6. This research can / could be useful for you.
7. I can / may see that you like this one.
8. If I knew the answer I can / could tell you.
9. I can / could come at 6.0 if you like.
10. Can / Could you hear that noise? It's terrible.
11. You can / could be right.
12. We will / may go the US next year but I'm not sure.
13. In five years' time inflation will / could be at over 15%.

14. I will / may tell him as soon as I see him.

15. It may / will rain, so we should take our umbrellas.

3.3. Infinitive. Gerund. Participle. Rules and examples.

**Literature:** [4; p. 113 – 265; 6 p. 175; 7 – 13].

## 2 КРИТЕРІЇ ОЦІНЮВАННЯ ЗНАТЬ СТУДЕНТІВ

Об'єктивне оцінювання знань студентів у межах кредитно-модульної системи в умовах упровадження ідей Болонського процесу має сприяти підвищенню якості підготовки та конкурентоспроможності фахівців, стимулювати самостійну та систематичну роботу студента протягом навчального семестру. Досягається така об'єктивність запровадженням відповідних критеріїв оцінювання, тобто системи вимог до рівня знань та вмінь студента, які він повинен продемонструвати для підтвердження набутих ним компетенцій за 100-бальною шкалою (100 %).

Відповідно до критеріїв оцінювання знань за кредитно-модульною системою для студентів денної форми навчання кафедри філології та видавничої справи Кременчуцького національного університету імені Михайла Остроградського на практичні заняття (ПЗ) відводиться 36 балів на семестр (36 %), а на самостійну роботу – 15 балів (15 %).

Кількість балів (%) за виконання всіх завдань одного практичного заняття в повному обсязі (присутність на занятті; активність на занятті; підготовка до практичного заняття) оцінюється за такою формулою: кількість годин за семестр поділити на число 36.

На виконання поточного тематичного контролю (тести, контрольні роботи) відводиться 20 балів (20 %). На виконання семестрового контролю (семестрова контрольна робота, залік, іспит) відводиться ще 20 балів.

Практична та самостійну роботу оцінюються щосеместрово, після закінчення проведення аудиторних занять з курсу. Накопичені під час проведення різних видів аудиторних робіт оцінки надають правомірності такій формі атестації.

Критерії оцінювання мають на меті оцінювання роботи студентів за всіма видами аудиторної та самостійної роботи й відображають поточні навчальні

досягнення студентів у засвоєнні програмного матеріалу навчальної дисципліни.

## REFERENCES

1. Белєхова Л. І. Словесний поетичний образ в історико-типологічній перспективі: лінгво-когнітивний аспект (на матеріалі американської поезії) / Л. І. Белєхова. – Херсон : Айлан, 2002. – 368 с.
2. Лук'янець В. С. Сучасний науковий дискурс: Оновлення методологічної культури / В. С. Лук'янець, О. М. Кравченко, Л. В. Озадовська. – Київ : ВПОЛ, 2000. – 304 с.
3. Паращук В. Ю. Практикум з граматики англійської мови: навч. посібник для старш. кур. факульт. іноз. мов. / В. Ю. Паращук, Л. Ф. Грицюк. – Вінниця : Нова Книга, 2002. – 238 с.
4. Рябцева Н. К. Научная речь на англ. языке. Руководство по научному изложению. Словарь оборотов и сочетаемости общенаучной лексики : Новый словарь-справочник активного типа / Н. К. Рябцева. – Москва : Флинта: Наука, 1999. – 598 с.
5. Селіванова О. А. Сучасна лінгвістика: термінологічна енциклопедія / О. А. Селіванова. – Полтава : Довкілля-К, 2006. – 716 с.
6. Яхонтова Т. В. Основи англомовного наукового письма : навч. посібник для студ., аспір. і науков. / Т. В. Яхонтова. – Львів : ПАІС, 2003. – 220 с.

## INTERNET SOURCES

7. A Guide to Learning English (n.d.). Retrieved from [http://esl.fis.edu/vocab/academic/academic\\_frm.htm](http://esl.fis.edu/vocab/academic/academic_frm.htm)
8. Academic Vocabulary (n.d.). Retrieved from [http://esl.fis.edu/vocab/academic/academic\\_frm.htm](http://esl.fis.edu/vocab/academic/academic_frm.htm)

9. Cambridge online dictionary (n.d.). Retrieved from <http://dictionary.cambridge.org>
10. English Grammar (n.d.). Retrieved from <https://www.englishgrammar.org/>
11. English Grammar Exercises (n.d. ). Retrieved from [http://www.englisch-hilfen.de/en/exercises\\_list/adjektiv\\_adverb.htm](http://www.englisch-hilfen.de/en/exercises_list/adjektiv_adverb.htm)
12. Grammar Book (n.d.). Retrieved from <http://www.grammarbook.com/grammar/adjAdv.asp>
13. Perfect English Grammar (n.d.). Retrieved from <http://www.perfect-english-grammar.com/>

Методичні вказівки щодо аудиторної та самостійної роботи з навчальної дисципліни «Англійська мова наукової термінології» для здобувачів ступеня вищої освіти «Доктор філософії» всіх спеціальностей

Укладач старш. викл. М. В. Бігдан

Відповідальний за випуск завідувач кафедри філології та видавничої справи  
проф. К. Л. Сізова

Підп. до др. \_\_\_\_\_. Формат 60x84 1/16. Папір тип. Друк ризографія.

Ум. друк. арк. \_\_\_\_\_. Наклад \_\_\_\_\_ прим. Зам. № \_\_\_\_\_. Безкоштовно.

Видавничий відділ

Кременчуцького національного університету

імені Михайла Остроградського

вул. Першотравнева, 20, м. Кременчук, 39600