спостерігається велике число термінів, що входять у це смислове поле: *credit, creditcard, creditslip, creditcheck, overdraft, balance.* Тобто ядро семантичного поля складають терміни, що позначають поняття *боргу, заборгованості (debt, overdraft, credit),* а на периферії розташовані різні атрибути: *(I have debts up to my eye balls; Oh, this is such aninvestment; You may pay by cash, cheque or on the enclosed bankgiro creditslip)* [2].

Особливо показовими є терміни, які отримують у професійному тексті невластиву їм функцію оцінності: He doesn't have to worry about his career – he's go this own multimillion – pound company . I've only got my own multimillion – pound overdraft. У наведеному прикладі термін «overdraft» отримує гіперболізований епітет «multimillion-pound» та формує антитезу до попереднього.

Останнім часом, зазнає активізації банківський сектор ринкової економіки, що зумовлює приплив відповідної, переважно запозиченої, термінології для номінації нових реалій. Запозичені АБТ стають частиною фахової мови-реципієнта, де здійснюються внутрішні процеси саморозвитку, а нові одиниці групуються у тісніші термінотворення.

*Література:*
1. *Dictionary of Finance and Investment Terms. – NY: Barron's Educational series, 2000. – 680 p.*
2. *Heffernan Sh. Modern Banking / Shelagh Heffernan. – Chichester, England : Published by John Wiley and Sons Ltd, The Atrium, Southern Gate, 2007. – 510 p.*
3. *Oxford Dictionary of Finance and Banking. – 3rd ed. – Oxford : Oxford University Press, 2005. – 678 p.*

*Васько О. І.,*
*вчитель англійської мови ТСШ № 3*

## DEVELOPING CRITICAL THINKING SKILLS

Bloom's taxonomy, originated by Benjamin Bloom and collaborators in the 1950's, describes six levels of cognitive learning. By creating intended learning outcomes (ILOs) using measurable verbs, the teacher indicates explicitly what the student must do in order to demonstrate learning. [2]The use of Bloom's taxonomy set of questions is a very helpful technique for English language learners. English language learners should be developing critical thinkings kills as they acquire English. Bloom's Taxonomy questions are suitable for alllevels. There are activities that English language learners can do one very level.

English language learners should beasked critical thinking questions from all levels of Bloom's Taxonomy. Some of the tasks on the taxonomy are difficult for learners because they lack the language and vocabulary to workin English. However, teachers need toask questions from all levels of the taxonomy that are age appropriate

and level appropriate. Even very young children can work at the Synthesis and Evaluation levels.

Level I: **Knowledge**. This level of questioning is what is most frequently used when teaching English, especially for student sinpre-production and beginning production levels of English language acquisition. Responses to some of the questions can be made using yes/no or embedded questions. Pictures, drawings, and realia will help students give the correct answer. Responses to the sequestions are generally right in the text. Here are some questions and directions you migh task: [5]

| Useful verbs | Sample question stems | Potential activities and products | Skills demonstrated |
|---|---|---|---|
| tell | What happened after.. | Make a list of the main events | Observation and recall of information |
| list | How many... | Make a time line of events | |
| describe | Who wasit that... | Make a facts chart | Know ledge of dates, events, places |
| relate | Can you name the... | Write a list of any pieces of information you can remember | Know ledge of majori deas [3] |

Level II: **Comprehension**. This level shows that the student has under stood the fact sand can interpret them. The teacher asks students to compare, contrast, illustrate, andclassify. Wedo this oral questions and graphic organizers such as Venn Diagram sand T-charts. [5]

| Use ful verbs | Sample questions tems | Potential activities and products | Skills demonstrated |
|---|---|---|---|
| Explain, interpret | Can you write in your own words... | Rewrite the principles | Under standing in formation |
| Outline, discuss | Can you write a briefout line... | Draw pictures to show a part icular event | Grasp meaning |
| Distinguish, predict, restate | Who do you think... <br> What was them ain idea... | Illustrate what you think the main idea was… | Translate know ledge into new context |
| Translate, compare, describe | Can you distinguish between... | Retell the story in you rown words | Interpret facts, compare, |
| Summarise, contrast, estimate, differentiate | Canyouprovideanexampleofwhatyoumean… | Write a summaryreportofanevent | Order, group, infercauses |
| Extend, classify, report | Can you provide a definition for... | Prepare a flow chart to illustrate these quence of events | Predict consequences [4] |

Level III: **Application**. Student sare learning to solve problems by using previously learned fact sin a different way. Learners might needs caffoldingand word

banks to build, choose, construct, develop, organize, plan, select, solve, andidentify.[5]

| Useful verbs | Sample question stems | Potential activities and products | Skills demonstrated |
|---|---|---|---|
| Solve, show, use | Do you know another instance where... | Construct a model to demonstrate how it will work. | Use information |
| Illustrate, construct | Could this have happened in... | Make a diagram to illustrate an important event | Use methods, concepts, theories in new situations |
| Apply, demonstrate, modify, relate | What questions would you ask of... | Take a collection of photographs to demonstrate a particular point | Solve problems using required skills or knowledge [2] |

Level IV: **Analysis**. At this level students may not have enough vocabulary and language to express responses in English. Thet asks at this level that English language learners will be able to complete with some teachers caffoldingare: classify, contrast, compare. [5]

| Use ful verbs | Sample questions tems | Potential activities and products | Skills demonstrated |
|---|---|---|---|
| Analyse, distinguish, examine | Which events could have happened... | Design a question naire to gather information. | Seeing patterns. |
| Compare, contrast | When that happened, what other out comes might there have been? | Write a commercial tosell a new product. | Organisation of parts. |
| investigate | Why did ... change soccur? | Construct a graph to illustrate selecte dinformation. | Recognition of hidden meanings. [3] |

Level V: **Synthesis**. At this level students are compiling in formation to getherin a different way by combining elements in a new patternor proposing alternativesolutions. ELL swill need teacher support and scaff olding to answer questions at level 5. Syn thesis is particularly difficult for ELLs. Students may be able to choose, combine, create, design, develop, imagine, make up, predict, solve, and change.[5]

| Use ful verbs | Sample questions tems | Potential activities and products | Skills demonstrated |
|---|---|---|---|
| Create, invent, compose | Design a ... to ... | Invent amachine to do a specifictask. | Use old ideas to create new ones |
| Predict, plan, construct, design | Can you see a possible solution to.. | Design a building to house your study | Generalise from given facts. |
| Imagine, propose | If you had access to all resource show would you deal with... | Create a new product. Give it a name and plan a marketing campaign. | Relate know ledge from several areas. |
| Combine, integrate, modify | Why don't you devise your own way to deal with... | Writeaboutyourfeelingsinrelationto... | Predict, drawconclusions. |
| xSubstitute, plan, generalise. | What would happen if... How many ways can you... | Design a record, book, or magazine cover for...? | Predict, drawconclusions [2] |

Level VI: **Evaluation**. Questions at this level of Bloom's taxonomy can be modified so that the langueis simplified but thet ask remains thes ame. English language learners can learn to give opinions, make judgment sabout the actionin a story and evaluate the work of anauthor.The vocabulary usually associated with evaluation may need to be simplified. Here are some questions ELLs would be able to answer with some scaffolding by the teacher [5].

| Use ful verbs | Sample questions tems | Potential activities and products | Skills demonstrated |
|---|---|---|---|
| Judge, evaluate, select, choose | Is there a better solution to... Judge the value of... | Prepare a list of criteriatojudge a ... show. In dicate priority and ratings | Compare and discriminate between ideas |
| Decide, justify, debate, verify | Defendy our position about... | Conduct a debate about anissue of special interest | Make choices based on reasone dargument |
| Argue, recommend, assess, discuss | Do you think ... is a good or a bad thing | Make a booklet about 5 rules you see | Verify value of evidence |
| | What changes to ... would you recommend | Form a panel to discuss view son a topic | Recognise subjectivity |
| Rate, prioritise, determine, decide | Do you be lieve this Are you a ... person | Write a letter to ... advising on changes need edat... | Assess value of the ories, presentations [4] |

**Bibliography:**

Aussie School House, 2005, Teacher son the Web,

1. University of Victoria, 2005, Bloom'sTaxonomy

2. http://www.coun.uvic.ca/learn/program/hndouts/bloom.html

3. St Edward's University Center for Teaching Excellence, 2004, Task-oriented question construction wheel.

4. http://www.usc.edu.au

5. www.everythingesl.net

***Залюбовська Л. В.,***
*Коледж економіки, права та*
*інформаційних технологій ТНЕУ*

## ІНФОРМАЦІЙНО-КОМУНІКАТИВНІ ТЕХНОЛОГІЇ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ

Останнім часом все частіше постає питання про застосування в навчальному процесі вищих навчальних закладів комп'ютерних технологій та Інтернету, іншими словами, про використання інформаційно-комунікативних технологій для освіти. Відповідно до положень Загальноєвропейських рекомендацій з мовної освіти, визначення і викладання мови має будуватися на врахуванні потреб студентів і суспільства, на завданнях, видах діяльності та