

в повседневной жизни; 3) послетекстовый (основной), ориентированный на формирование МПОВ, включающий упражнения, направленные на развитие МПОВ студентов специальности «Практическая психология» с использованием профессионально ориентированной лексики.

Разработанный нами КУ призван способствовать эффективному обучению МПОВ. Описанные выше формы работы можно считать эффективными, так как они были построены на основе теоретических и практических положений по обучению монологической речи.

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QUESTIONING TECHNIQUES AND PERFORMANCE OF STUDENTS LEARNING TURKISH IN MSLU

Questioning and questioning techniques have been a widespread search over many years as questioning highly occurs as a natural part of the classroom routine and a teaching strategy. Questioning also considerably influences learning potential of students to discuss and answer. Indeed, teachers' question is «instructional clues or stimuli that convey the students the content elements to be learned and the direction for what they are to do and how they are to do (Cotton, 2001).» To scholars, (Brain, 1998; Cotton, 2001; and Gabrielatos, 2001), asking questions is one of the most essential teaching tools that teachers use quite frequently during lessons. Asking questions is really very important tool since students also need information about the external target forms they are aiming for, and they need to realize that essential internal language developments take place inside them. In addition, a lot of things to be covered in a lesson are the answers of teacher's questions as learning steps, especially, when asked according to the level and interests of students. Briefly, the importance of teacher's questions is categorized in five main points: 1) questions tell if students can understand and think about what teachers say. If teachers give instructions considering the students level, they will be encouraged to participate in learning process more; otherwise, they will stop understanding, and ask no questions; 2) when encouraged, students will ask questions about concepts they do not understand. These questions give teachers immediate feedback when they are unclear, and tell them where they need to elaborate the structure for students to catch the meaning; 3) questions tell teachers whether students in class are interested in the subject are not. Accordingly, teachers change their strategies in case emergencies; 4) asking question is an effective interaction between students and teacher, not a monolog; 5) questions minimize teacher talking time and also give opportunities for students to participate in activities. Additionally, there are question types (Yes/No Questions, Open-ended Questions, Divergent Questions) makes a progress in students' learning, they also constitute the six items included in the Bloom's Taxonomy—namely *Knowledge*, *Comprehension*, *Application*, *Analysis*, *Synthesis*, and *Evaluation*. These items play an important role in embracing students to take part in the activities, and it is the teacher to help students find ways of participation in

answering the questions; otherwise, they are stuck at any stage in their learning and may not develop cognitive skills through learning tasks.

Participants are third and fourth year Belarusian students taking Turkish Language courses at different departments at Minsk State Linguistic University. During the study, the Turkish teacher and the Belarusian students learning Turkish are observed. The questions asked by the teacher and the students during reading activities are recorded and analyzed regarding their types. The students are observed in terms of their willingness of participation and the questions' effects on their participation are analyzed.

Types of asking questions have great influence on students' participation and performance. Especially, when teacher uses Following Directions Questions such as Yes-No Questions or Open-ended Questions, students' participation to the questions has been observed to become greater. Also, Convergent Questions play big role to comprehension and contribution of students. Divergent questions are observed the least interested one among the others that students want to answer. Students hesitate to answer high level questions even though they generally guess or know the answers. This results from their not being familiar with these cognitive questions at the initial stages. However, when teachers are careful while choosing their question types in the activities at the initial stages, students are likely to add extra information on their own, to have a higher participation for any type of questions. Upon being introduced at the later stages, it would not barrier for students to answer the questions difficult to answer even though they require much more knowledge than the comprehension skills and also negatively affect students' participation during the lesson.

Consequently, when teachers encourage students from the beginning of their teaching, and they should take into consideration the criteria and formulate their questions related to their own aim, their students' individual differences and linguistic levels, they are likely to increase their students' participation in their class.

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К ВОПРОСУ ОБ ОТБОРЕ ГРАММАТИЧЕСКОГО МИНИМУМА, НЕОБХОДИМОГО ДЛЯ ЧТЕНИЯ НАУЧНОЙ ЛИТЕРАТУРЫ

Основное требование к объему грамматического материала, подлежащего усвоению студентами неязыковых специальностей вуза таково: он должен быть достаточным для чтения литературы на иностранном языке по специальности.

Необходимость ограничения грамматического материала обусловлена некоторыми объективными факторами. В условиях вуза на неязыковых специальностях нет реальной возможности для овладения студентами всем грамматическим строем данного конкретного иностранного языка в силу его обширности, трудности формирования грамматических навыков и сокращения часов по иностранному языку. Следовательно, целенаправленная и специальная работа над грамматическими явлениями, отбором грамматического минимума, необходимого для чтения научной литературы, — необходима.