

7. Профілювання та кейс-менеджмент в сфері зайнятості населення :метод. посіб. [авт. кол. : О. Волгіна, Н. Гусак та ін.] ; ПРООН в Україні, Проект «Підтримка реформ соціального сектору в Україні». К. : Ваіте, 2017. 72 с.

8. COVID-19 leads to massive labor income losses worldwide. *International Labor Organization : web-site*. 23 September 2020 URL: https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_755875/lang--en/index.htm.

9. Innovative Models and Best Practices in Case Management and Care Coordination. *Research and training center of community living, University of Minnesota*, 2008. Vol. 19, no. 1-32 p.

10. Linz M., McAnally P., Wieck C. Case management: historical current and future. USA : Brookline Books, 1989. 182 p.

11. What Is A Case Manager. *Case Management Society of America : web-site*, 2020. URL: <https://www.cmsa.org/who-we-are/what-is-a-case-manager/>.

CHAPTER 3.6. THE ENTRANCE EXAM PREPARATION IN ENGLISH FOR THE GRADUATE STUDENTS OF THE SOCIOLOGICAL SPECIALITIES

Румянцева Т. В., к.п.н.,

доцент кафедри соціальної політики НПУ імені М.П.

Драгоманова

In the 21st century the knowledge of a foreign language, especially English, as an international one, has long become the usual standard, a necessary component of a successful person. It is understandable why the system of higher education has been modernizing for so long, adapting to the new requirements of our life during the period of globalization. Naturally, all the current innovations in our society present special requirements for university graduates and significantly change the status of a university graduate. Accordingly, the requirements are increasing not only for the general culture and professionalism of a young competitive mobile master's degree student-sociologist but also to his readiness for research activities in the unity with the development of the personality as a whole. As the broadest of all of the social sciences, *Sociology* provides a wide range of practical and marketable skills, including critical analysis,

statistical methods, theory, and field research. The graduates will be able to find a job in law, medicine and public health, consulting, finance, non-profit and public administration, social network research, culture, and the arts. A degree in Sociology prepares students for a variety of careers, from law and business to the arts and nonprofit sector. Here the "interests of the science" should be more effectively represented, therefore, it is at the stage of the magistracy that it is necessary to identify and select people who are willing and able to work in science and are able to move it forward. Hence, there is an objective need to improve the learning process in the Master's degree programs at the higher educational institutions. It is no wonder that the discipline "Foreign language" is in great demand in the university education nowadays.

Introduction. One of the current problems of ensuring a high level of English language proficiency for admission to the higher education institutions in Ukraine is the preparation for the common independent scoring (CIS) for undergraduates, and then for integrated preliminary examination in English (IPE) for the 4th year learners. For admission to foreign universities or employment abroad, the problem of ensuring proper preparation for international tests, in particular such as TOEFL, IELTS, CAE, FCE, PET, KET is urgent.

The purpose of this article is to study the features of the unified entrance exam in a foreign language for master`s degree students, and recommend some useful tips for its succeeding and effective compilation.

Presenting main material. The problem of the preparation for the unified entrance exam in English is in the spotlight among both foreign language teachers and future graduate students today. It is believed that modern tests to some extent are used in various areas of modern educational activities to determine the level of knowledge of the discipline.

Admission to the master's program and passing the entrance exam in English proves to be a challenge for some applicants, since, as a rule, many had a long break in learning English from 1.5 years or more, or the level of knowledge is insufficient, there are no stable skills in completing tasks from this test. Every person who is planning to take an entrance test for a master's degree is faced with the problem of effectively and quickly preparation for it.

Through inquiry, guidance counselors made some modern observations about the gap in a foreign language skills especially for the 4th year bachelor learners. The process of obtaining a foreign language level B1-B2 depends heavily upon deductive reasoning, high motivation, well-organized learning process, assessment of the moving forces and

trends of a foreign language development which involves lots of practical exercises, training similar exam tasks. Additionally, assessment examination board of teachers have formed general conclusions, useful ways through specific reasons of effective preparation for integrated preliminary examinations for the 4th year learners.

Deductive and inductive reasoning are among the higher order thinking skills important in a foreign language science, along with synthesizing information from a variety of sources, evaluating the quality of evidence, transferring scientific knowledge to other contexts, and problem-solving.

Thus, because critical thinking is integral to the sciences, sociology students who do not improve upon these skills during their schooling may not be able to acquire a basic competency needed to perform successfully in the discipline (a foreign language). Critical thinking is also important outside of the sciences; studies suggest that many students do not gain this important aptitude in their early collegiate years, and those with lower order thinking skills have worse employment and financial outcomes after post-graduation.

The content of the test is determined by the Program of the unified entrance exam in foreign languages for the admission to study for a master's degree on the basis of a higher degree education (educational and qualification level of the specialist), approved by the order Ministry of Education and Science of Ukraine of March 28, 2019 № 411. The program of the unified entrance exam is created taking into account the all-European recommendations on language education (level B1-B2). The content of the tasks for quality control of the formation of foreign language communicative competence is unified by types and forms of tasks. The Unified Entrance Examination is a form of entrance examination in a foreign language (English, or German, or French, or Spanish) for admission to study for a master's degree.

The purpose of the single entrance exam is to determine the results of the candidates in a foreign language on the scale from 100 to 200 points according to the number of the points they will score for the tasks of the test.

The total number of the test tasks is 42.

The test takes 60 minutes. The test has two parts.

The Reading section (Tasks 1–4) contains 22 tasks of various forms. The answers to these the task should be marked in the answer sheet B.

The section "Using the language" (Task 5 and Task 6) contains 20 tasks. The answers to these tasks should be indicated in the answer sheet B. The test contains tasks of three forms:

Tasks for establishing compliance (Task 1: № 1–5, Task 3: (11–16). In these tasks it is offered to choose titles to texts / parts of texts from the given options; statements / situations, announcements / texts; answer the questions to the texts. Tasks are considered completed if the participant of the unified entrance exam established compliance and marked the option answers in the answer sheet B. We propose to have a look at some samples from exam material in 2020.

Reading

Task 1

Some Psychological Tricks to Make People Like You Immediately

Most friendships develop so naturally that you don't even realize how or when they started. Sometimes, though, you want to make an effort to befriend a new acquaintance or become a better friend to existing pals. Read on to find out how to develop better relationships faster.

This strategy is called *mirroring*, and involves mimicking the other person's behaviour. In 1999, New York University researchers documented the "chameleon effect", which occurs when people unconsciously mimic each other's behaviour, and this facilitates liking. The psychological experiments showed that the participants were more likely to say that they liked their partner when their partner had mimicked their behaviour.

- A Expect good things from people
- B Encourage people to talk about themselves
- C Spend more time together with others
- D Emphasize the shared values
- E Compliment other people
- F Always be in a good mood
- G Tell people your secrets
- H Imitate other people*

Tasks with the choice of one correct answer (Task 2: № 6–10). The task has a basis and four answer options, of which only one correct. Tasks are considered completed if the participant is the only introductory exam selected and marked the answer in the answer sheet B.

Example: Cooking in the Classroom?

The workplace of professional chef Catherine Pressler is a former storage room at Hunters Woods Elementary School. Outside Room 106, a

sign proclaims, “Chef Pressler, Food FUNdamentals.” This is where students come to take part in a cooking-based course which began several years ago when Pressler was looking for a way to be active in her children’s school. Her kids aren’t in elementary school anymore, but Pressler has stayed. Named Parent Teacher Association (PTA) Volunteer of the Year, she is the creator of a highly detailed and organised series of classes for kindergarten through sixth grade that adds to themes from daily course work.

How is cooking connected with math, science or history? Just look: Kindergartners whip up a recipe inspired by a popular children’s tale, “Stone Soup”; as they handle the ingredients, they learn about geometric shapes, sorting, identification of fruits and vegetables, and the five senses. Lessons become more complex for the older kids. Fourth-graders prepare a grand menu from Colonial Virginia to review the state’s history, culture and natural resources. Hunters Woods Principal Stephen Hockett says, “Everything she does is amazing. To have children use their thinking skills and make connections to the real world is incredible. When kids are having a good time is when they learn the most.” Pressler spends up to 60 hours a week preparing lessons, buying supplies and teaching. She volunteers her time; the supply budget comes from student fees, the PTA and sometimes her own pocket. The program has grown so large that Pressler is looking for grants and other sources of income.

You have to see Pressler in action to truly understand the scope of her program, and her dedication to the kids. On a spring afternoon in Room 106, third-grade students arrive to find gleaming stainless-steel pasta machines and other carefully organized supplies waiting on clean tabletops. Pressler isn’t two minutes into the lesson before she gives the first hints that the program is about a lot more than cooking.

Pressler manages to talk without stopping, but without losing her young audience. Their eyes follow her as she springs around the room discussing history and geography, pulling down a world map here and pointing to an architectural poster there. Pulling out packages of pasta, she wows the kids with the variety of ingredients used to make different kinds of it, including soy, buckwheat, rice, corn and rye. Soon the class is shrieking with delight as they run dough through pasta machines and measure it for the longest-noodle contest.

Pressler is a role model with a diverse background. “I went to school in architecture and interior design. I’d always loved science, so then I went to graduate school in textile chemistry. Then I said, “I’m going to chef school now, as a hobby.” And I found that’s where my heart was. I worked

as a pastry chef for a number of years and really loved that.” She missed interacting with more people, however.

Pressler says she dreams of expanding the program to reach more students at other schools or taking her program to television. Her recipe for success is to integrate learning with life, instill enthusiasm for learning in the children, and inspire them to achieve their heart’s desire.

Which of the following is **TRUE** of Catherine Pressler, according to 1?

- A Pressler used to cook meals for elementary school pupils.
- B Pressler started her food-based course at the PTA’s request.
- C Pressler’s work at school earned her public recognition.
- D Pressler’s kids gave her the idea of “Food FUNdamentals”.

Tasks to fill in the blanks in the text (Task 4: № 17–22, Task 5: № 23–32,

Task 6: № 33–42). In the tasks it is suggested to supplement paragraphs / sentences in the text with sentences parts of sentences, phrases / words from the given options. Overall, this part contains 25 tasks. The aim is to identify the level of formation of speech and language grammatical and lexical competencies of the candidates. The learner is able to: • analyze and compare the information; • use lexical units and grammatical structures correctly; • establish logical connections between parts of the text. The lexical minimum of the entrance is 2,500 units in accordance with the areas of communication and topics of the texts defined by the postgraduate students` Program.

Authentic texts from printed periodicals, online publications, reference and advertising booklets, and fiction are used to create test tasks.

Task considered completed if the participant of the single entrance examination has chosen and marked the answer in the answer sheet B

Use of English

Typhoons Trick Japan’s Cherry Trees into Blooming Months Early

Japan’s famed cherry blossoms, *sakura*, are reported to be blooming several months ahead of schedule. The *Weathernews* website said it (38)_____ more than 350 reports of premature blossoms.

Experts said the flowers’ surprise appearance (39)_____ to extreme weather events in Japan in recent weeks, including two particularly powerful typhoons: the violent storms had stripped many trees of their leaves. One purpose of the leaves is (40)_____ hormones that prevent buds from flowering ahead of time. Hiroyuki Wada, a tree doctor at the Flower Association of Japan said that the unusually warm weather that followed the typhoons (41)_____ have “tricked” the trees’ buds into flowering as

well. "This has happened before, but I don't remember (42)_____ anything on this scale," said Wada.

38. **A** receives **B** received **C** had received **D** has received

39. **A** linked **B** had linked **C** was linking **D** was linked

40. **A** release **B** to release **C** to be releasing **D** to have released

41. **A** would **B** need **C** ought **D** might

42. **A** seeing **B** to see **C** to be seen **D** being seen

Teachers of universities of 3-4 courses must constantly check the level of foreign language proficiency of the sociology students who plan to get a master's degree and take a single entrance exam in a foreign language. In order to maintain B2 level, it is obviously necessary to know all aspects of grammar B2 level, use of language. Moreover, the candidates should read educational and fiction literature in a foreign language, watch TV shows, political and cultural news. It is a good idea to conduct your own vocabulary, performing tasks similar to the entrance exam format. Furthermore, they need repeat and practice various grammatical constructions B1-B2(C1) levels, language clichés, phrasal verbs, idioms.

As a result it will help to pass the entrance exam successfully. It will develop their skills of individual independent work; it will help them in organizing and conducting research activities, in writing a master's thesis, as well as it will be useful when they will use the Internet resources in English. The study of a foreign language by majors should be deep, differentiated, based on the basic level of knowledge B2(C1) and be focused on the issues of dissertation research. We analyzed the statistics of results from UCEQA (Ukrainian Center for Educational Quality Assessment) for 2020, and here are some results. The whole number of the students who have passed the entrance exam in order to get the a master degree - 84,328 entrants (100%), passed - 62,290 entrants (73.9%) failed - 21,938 (26.1%).

So, 73.9% of those who have passed the exam but what is a "non-round" figure? We remember that this number is regulated by the threshold "passed / failed"! So, if the threshold was a point higher, would have to "weed out" more than 35% of the students, and with last year's score of 12 - up to 43.7%! It is also noteworthy that 50% of students scored 17 points or less out of 42 possible. In 2020 the "passed / failed" threshold score for completing the tasks of the unified entrance magistracy examination in foreign languages corresponded to 10 test points.

As we can see the result is not comforting and therefore the problem of quality preparation for the entrance exam is very relevant. Therefore, we consider that it is necessary to give some general recommendations for

the future undergraduate sociologists for passing this exam well. The selection of the authentic sample texts as the main means of teaching should be carried out according to the following criteria: their correspondence to the specialization of the students and their level of knowledge in the professional sphere, accessibility for the language level of the students, richness of terminological vocabulary, authenticity, information content, communicative orientation and the ability of the educational material to serve as a basis to generate real foreign language skills. The achievement of high results in training is ensured by the creation of a complex of non-communicative, educational-communicative and communicative (depending on the stage of training) grammar-lexical exercises and similar exam tasks.

To pass the unified entrance exam in a foreign language for admission to the master's program, the student must have a B2 language level. That is, from 1 to 4 courses, a student needs to study all grammatical topics, vocabulary according to the established list of conversational topics of level B2.2, before the exam itself, practice on last year's foreign language tests for a magistracy, paying attention to the speed of completion of each task. In order to complete full range of 42 tasks from this test format and have time to do it all in 60 minutes, you need to look through the texts fluently (almost 1 minute per 1 task is given to the student in order to have time to complete all 42 tasks). Furthermore, each of these assignments contains 3 types of text tasks. Obviously, it is not enough to know the language of level B2 well. The candidates should be good at using the grammar-translating method perfectly well. Therefore, their ability to analyze the meaning of the texts accurately will help a lot. Therefore, repetitive language training and completing similar entrance exam tasks will bring the sociology majors closer to the desired result. We also recommend some useful sites where sociology students can listen to the lectures on sociological topics in English and answer the questions, do similar exam tasks (<https://m.youtube.com/user/SocialSciencesUvA/videos>). Overall, it will control the learner's understanding of what they have heard, and the candidates will be also able to practice their grammar-translating skills. As a result, the sociology students will boost the desired vocabulary for level B2. To conclude, practicing a lot will give all opportunities for sociology majors to be successful at the entrance English examination.

Список використаних джерел

1. <https://mon.gov.ua/ua/news/vstup-2018-zatverdzheno-vsi-programi-za-yakimi-skladatimut-testi-dlya-vstupnikiv-na-magistraturu-z-prava-tamizhnarodnogo-prava>
2. Валюкевич Т.В. English for Sociologists : учеб. пособие для студентов 1 курса фак. «Социальный менеджмент» заоч. формы обучения ; Нар. укр. акад., [общаакад. каф. англ. яз.]. Харьков, 2017. 25 с.
3. Загальні критерії оцінювання навчальних досягнень учнів з іноземних мов у системі загальної середньої освіти: наказ Міністра освіти і науки України № 371 за станом на 05.05.2008. Іноземні мови. 2008 № 3. С. 57–60.
4. Загальноєвропейські рекомендації з мовної освіти: вивчення, викладання, оцінювання [наук. ред. українського видання д-р пед. наук, професор С.Ю.Ніколаєва. К. : Ленвіт, 2003. 273 с.
5. Комплексний довідник. Англійська мова /Я.В.Довгополова, М.Ю. Бабенко, Л.О.Зінов'єва, Г.Ю.Погожих. Харків : ТОРСІНГ ПЛЮС, 2008. 320 с.
6. <https://testportal.gov.ua/yevi-2020/>
7. Посібник для підготовки до ЄВІ з англійської мови до магистратури [уклад.: О.П. Лисицька, С.С. Микитюк, Т.В. Мельнікова та ін.] ; за заг. ред. В. П. Сімонок. – Харків : Право, 2020. 236 с.
8. <https://osvita.ua/master/master-zno/program/64245/>
9. Національна доктрина розвитку освіти України у ХХІ столітті (проект). *Освіта*, 2001 р. 11-18 липня. С. 2-6.
10. Ніколаєва С. Ю. Типова програма кандидатського іспиту зі спеціальності 13.00.02 «Теорія та методика навчання: іноземні мови». Іноземні мови. 2009. № 3. С. 36-55.
11. Редько В. Г. Компетентнісно орієнтоване навчання іноземних мов: лінгводидактичний аспект. *Проблеми сучасного підручника*, 2017. Вип. 18. С. 178-191. URL: http://nbuv.gov.ua/UJRN/psp_2017_18_24.
12. <https://mon.gov.ua/ua/osvita/visha-osvita/vstupna-kampaniya-2020/poshireni-zapitannya-vidpovidi-pro-vstup-2020/magistr-2020>
13. <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-program-zovnishnogo-nezalezhnogo-ocinyuvannya-dlya-osib-yaki-bazhayut-zdobuvati-vishu-osvitu-na-osnovi-povnoyi-zagalnoyi-serednoyi-osviti>
14. Questionnaire: R-SPQ-2F. *British Journal of Educational Psychology*, 71, 133 – 149. Bishop, J.L., & Verleger, M.A. (2013). The

Flipped Classroom a Survey of Research. 120th ASEE Annual Conference & Exposition. June 23 – 26.

15. <http://www.studiesuccessho.nl/wpcontent/uploads/2014/04/flipped-classroom-artikel.pdf> (accessed 23 August 2014). Bloom, B. S. (1956). Taxonomy of educational objectives, handbook I: The cognitive domain. New York, NY: David McKay

16. <https://m.youtube.com/user/SocialSciencesUvA/videos//>