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ESSAY WRITING AS AN EFFECTIVE EXERCISE IN COMMUNICATION

Writing is known to be one of the best ways to express feelings and thoughts which sometimes cannot be verbally conveyed. Besides, there are many times when we may be required to write an essay as a kind of project at school or at university, professional assignment, or just as a kind of English exam.

The study of literary sources proves the existence of different ways of treating the investigated phenomenon in scientific and methodical fields. So, one of its definitions is a “prose composition with a focused subject of discussion” or a “long, systematic discourse” [1].

A well known New Webster’s Dictionary and Thesaurus of the English Language explains essay as a writing (often quite short) dealing with a particular subject [2, p. 322]. According to another acknowledged source the definition of an essay is understood as vague enough, for it overlaps with those of an article or a short story. “An essay is a piece of writing which is often written from an author’s personal point of view. Essays can consist of a number of elements, including: literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author [3].

While working at the problem, we also face an interesting thing, that there is no the only classification of essays’ types. They are rather different and require research as well. Besides, we should remember, that the different varieties of essay will require different types of writing and sometimes a single essay will require more than one type of writing. The analysis of essay types classifications just encourage the researcher to work hard if he wants to clarify the problem. Commonly these types are really different according to different classifications: *five-paragraph essay; cause and effect essay; classification essay; admission essay; argumentative essay; comparative essay; critical*



essay; definition essay; descriptive essay; evaluation essay and the given list is not full.

It is necessary to emphasize, that in some countries (e.g., in the United States), essays have become major part of formal education. Being at secondary schools already, students are taught structured essay formats to improve their writing and communicative skills, and admission or application essays are often used by universities in selecting applicants and, in the humanities and social sciences, as a way of assessing the performance of students during final exams. P. Levin pays our attention on the fact, that the academic world is full of ‘mental constructs’: descriptions, theories and explanations, ideas and critiques. People cannot experience such mental constructs in the same way as they experience the real world, directly, through seeing, hearing, touching, tasting, smelling. Instead they have to get them into their heads through the medium of the written word and the spoken word, via books and articles and web pages, and the lectures that academics give. ‘It’s a peculiarity of academic learning that its focus is not the real world itself but others’ views of that world [4, p. 9].

Most students, some more than others, are often required to demonstrate their learning through this genre during their degree. Many of them might be familiar with the standard steps to write an essay (the introduction, body and lastly the conclusion) on the one hand. To our understanding a good essay is the one, which conveys the appropriate information in a very understandable and simple manner. So, on the other hand, a student should be well informed about types of writing, which also can be different as we said above. Analytical writing, for instance, makes a detailed examination of something in order to understand its nature and its essential features while chronological writing relates a sequence of events. Compare and contrast writing, in its turn, examines two things and the similarities and differences between them. Descriptive writing gives a picture of the main characteristics of something. Evaluative writing, or, how and why something is important, makes a judgment about something. Summary writing gives a brief account of the important features of something. The analysed material makes it possible to conclude, that there are distinct varieties of essay that require different types of writing. We should also remember that a well-written, effective essay will probably use several of these different types of writing. Knowledge



and understanding of this enable use of essay writing as an effective exercise in communication.

Summing up the gathered information, we came to the conclusion, that essays are not just exercises in research; they are also exercises in communication. Essays give a student a chance to show what he can do: that he understands the question asked; that he understands the issues involved; and that he has done the appropriate amount of reading. Essays also allow a person to demonstrate his analytical thinking and force a deep and powerful type of learning to take place. For these reasons, they are considered to be a common form of assessment at university. This form of assessment is frequently used for session assignments and exams.

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Олександра Рева

ЗАГАЛЬНА ХАРАКТЕРИСТИКА СИСТЕМИ ВИХОВНОЇ РОБОТИ В СЕРЕДНІХ НАВЧАЛЬНИХ ЗАКЛАДАХ ВЕЛИКОЇ БРИТАНІЇ

Система виховної роботи Великобританії має багатовікові традиції, які базуються на засадах загальнолюдських та національних цінностей, що дають вагомі позитивні результати як у житті цілої країни, так й у становленні окремої особистості. Тому вважаємо, що її вивчення є доцільним і необхідним у процесі модернізації та реформування сучасної освітньо-виховної системи України.

На основі аналізу різноманітних наукових джерел встановлено, що оновлення освітньо-виховного процесу Великобританії на початку нового тисячоліття зумовлено принципами демократизму, культуровідповідності, систематичності і спрямоване на максимальне сприяння утвердженню загальнолюдських ціннос-