freshman university students and their listening proficiency. The researchers found that the students use metacognitive strategies more frequently, followed by cognitive and socio-affective listening strategies. They also found a positive correlation between students listening proficiency level and learning strategies.

Therefore, **the purpose** of this study is to investigate what language learning strategies are used by first year students and the factors contributing to the choice of each strategy.

Methods. In our study we used both theoretical (literature review) and empirical method (questionnaire) to make it possible to answer the main questions addressed in the present paper. The study was conducted to 96 freshmen (4 groups of students) who had a similar English learning experience. The study was conducted during semester II of the 2017-2018 academic year at the National University of Life and Environmental Sciences of Ukraine. The participants were required to answer all the items of the questionnaire, giving their own idea of the learning strategies utilized while learning English.

Results. Language learning strategies have been defined as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" [3, p.8]. Oxford's categorization of language learning strategies included two main types, direct strategies and indirect strategies [3]. Direct strategies consist of memory, cognitive, and compensation strategies while indirect strategies include metacognitive, affective, and social strategies (Table 1).

Table 1

Language learning strategies

Direct strategies		Indirect strategies	
memory strategies	a) Creating mental linkages, b) Applying images and sound c) Reviewing well d)Employing action.	**metacognitive strategies**	a) Centering your learning, b) Arranging and planning your learning, c) Evaluating your learning.
cognitive strategies	a) Practicing, b) Receiving and sending, c) Analyzing and reasoning, d) Creating structure for input and output.	**affective strategies**	a) Lowering your anxiety, b) Encouraging yourself, c) Taking your emotional temperature.
compensation strategies	a) Guessing intelligently, b) Overcoming limitation in speaking and writing.	**social strategies**	a) Asking questions, b) Cooperating with others, c) Empathizing with others.

O'Malley et al divide language learning strategies into three main subcategories: Metacognitive Strategies, Cognitive Strategies, Socioaffective Strategies [4].

According to Stern, there are five language learning strategies. These are as follows: Management and Planning Strategies, Cognitive Strategies, Communicative-Experiential Strategies, Interpersonal Strategies, Affective Strategies [8].

In our study we used a questionnaire on learning strategies based on Oxford's classification. The students were required to mark each statement according to the frequency it is used by them

.

Table 2

Questionnaire Questions

Memory Strategies
1. I use new English words in a sentence so I can remember them.
2. I remember new English words by playing word games or using mnemonics, for example, recalling words with the same endings or rhyming endings, antonyms, synonyms, etc.
3. I place new English words in a group with other words of the same theme (for example, words related to clothing, or foods).
4. I remember new English words by analyzing their structure (prefix, suffix, etc.).
5. I remember new English words by their collocations.
6. I remember new English words by repeating and memorizing them.
7. I list new English words or write them down on flashcards and regularly test them.
8. I make special efforts to remember new English words.
Cognitive Strategies
1. I practice the sounds of English by repeating them after recordings.
2. I watch English TV programs and English films or listen to English radio programs.
3. I try to talk like native English speakers by observing and imitating their tone as well as body language.
4. I pay more attention to meaning than accuracy in speaking and writing.
5. I record myself speaking and try to learn from this practice.
6. I use information from the context or existing world knowledge to improve listening and reading comprehension.
7. I make use of grammatical rules (such as logical connectors, uses of tenses, mood, voices, articles, etc) and generic structures to improve my listening and reading comprehension.
8. I check my writing for grammatical accuracy, vocabulary usage, originality, consistency, and use of generic structure.
Compensation Strategies
1. To understand new English words, I make guesses.
2. I do not look up every new word in dictionaries.
3. When I can't think of a word in English, I use gestures.
4. When I can't think of a word in English, I use a word or phrase that means the same thing.
5. When I can't think of a word in English, I use its Ukrainian equivalent.
6. When I can't think of a word in English, I make up a new one.
7. When I do not understand what the other person is saying, I pretend that I understand to keep the conversation going.
8. If I cannot express myself clearly and accurately in English, I give up the attempt.
Metacognitive Strategies
1. I try to concentrate on what I am reading or hearing and put unrelated topics out of my mind. / I make notes to help concentration.
2. I clearly identify the purpose of an activity; for instance, in a listening task I might need to listen for the general idea or for specific facts.
3. I notice my English mistakes, list them separately and return to the list at intervals to check on progress / I do not assume that language problems will sort themselves out in time.
4. I try to find out how to be a better learner of English by reflecting on which learning techniques work best for me and make a point of reusing them.
5. I arrange my schedule to study and practice English consistently, not just when there is the pressure of a test.
6. I try to look for language practice opportunities, talking, listening, reading and writing as much as possible in English.
7. I have clear goals for improving my English. 3 3.4286 3.2795 3.2955 I think about my progress in learning English.
8. I keep a log of all course-based activities that have been completed.

Affective Strategies
1. I am confident that I can learn English well.
2. I attempt to outdo others even when I find that they do better than me.
3. I am uninhibited about my own weaknesses in English.
4. I try to relax whenever I feel afraid of using English.
5. I encourage myself to use English and am willing to risk making mistakes.
6. I am willing to accept constructive criticism.
7. I give myself a reward or treat when I do well in English.
8. I talk to someone else about how I feel when I am learning English.

Social Strategies
1. I am good at taking the initiative, for example, starting conversations.
2. I work with other learners to practise, review, or share information.
3. I have a strong desire to communicate in English with others, especially English native speakers, in real life.
4. If I do not understand what I hear, I ask the other person to slow down or say it again.
5. I try to learn about the culture of English countries.
6. I try to make use of the Internet to practice using English, for example, searching for information, writing emails, posting at BBS or chatting online.

In general, the findings showed that students at NULES used a number of strategies relevant to their English studies, although wider and more frequent strategy use would be desirable in order to make their learning more effective (see Table 3). Language learning always presents problems of memory, and efficient memorization is indeed a necessary part of deliberate language learning. In this respect, students quite frequently relied on memory strategies – 13% on average (see Chart 1). Compensation strategy was used by 16.5% of students to compensate for limitations in their language. The cognitive and metacognitive strategies proved to be more popular among students – 22% and 23.25% respectively. Results demonstrated good use of listening and reading strategies as well as the manipulation of various sources, a skill which can help improve language learning. Items which related to attention to meaning, linguistic accuracy and stylistic appropriateness in speaking and writing were also widely used. In general, students used not only cognitive strategies which contribute directly to language learning but also metacognitive strategies such as planning, monitoring, selfassessing, prioritizing and goal-setting to reduce the negative impact on their studies. The findings showed that students made adequate use of affective strategies although they might benefit from a better personal rewards system to help maintain their motivation. Social strategies were as popular as affective strategies among the students. This may be related to their personal experiences. For example, many students use English for travelling and communication with foreigners, for watching movies and online chats, and are actively involved in authentic language use.

Table 3

Use of Language Learning Strategies by Groups

Strategy	Group 1	Group 2	Group 3	Group 4	Average
Memory Strategies	9%	11%	11%	12%	13%
Cognitive Strategies	24%	22%	21%	21%	22%

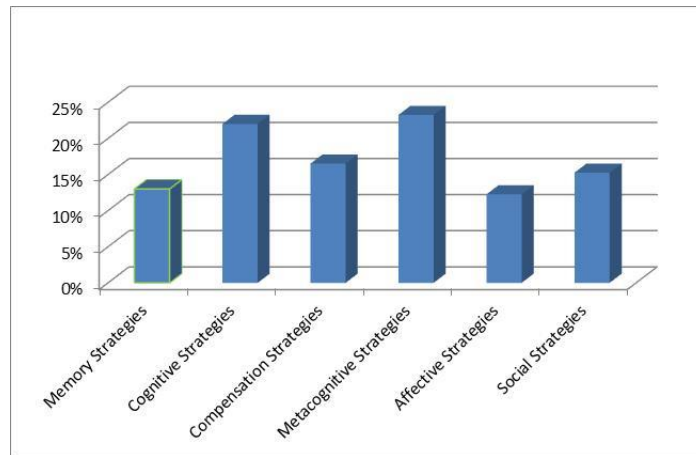|					
Compensation Strategies	17%	14%	18%	17%	16.5%
Metacognitive Strategies	22%	25%	23%	23%	23.25%
Affective Strategies	13%	12%	11%	13%	12.25%
Social Strategies	15%	16%	16%	14%	15.25%

Chart 1. Use of Language Learning Strategies. Comparative Chart

Conclusions. *Effective ESL teaching/learning has always been one of the most important interest areas for researchers, educators-practitioners. This paper contributes to the discussion on how the use of learning strategies may affect the process of language learning. The obtained data revealed that* students at NULES used a number of strategies relevant to their English studies, although wider and more frequent strategy use would be desirable in order to make their learning more effective. This study extends the knowledge of Ukrainian English learners' strengths and weaknesses in using learning strategies and leads to some pedagogical implications for the design and delivery of English courses in Ukraine's learning context.

In our further research we will attempt to answer the question of the t role of language proficiency in language learning strategies use and training.

References

1. Chamot, A.U. (2004). Issues in Language Learning Strategy Research and Teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), pp. 14-26.

2. Griffiths, C. (2004). *Language learning strategies: Theory and research*. School of Foundations Studies AIS St Helens, Auckland, New Zealand.

3. Nisbet, D., Tindall, E. and Arroyo, A. (2005). Language Learning Strategies and English Proficiency of Chinese University Students. *Foreign Language Annals*, Spring 2005, 38, 1.

4. O'Malley, J. Michael, Chamot, Anna U., Stewner-Manzanares, Gloria, Russo, Rocco P., and L. Kupper. (1985). Learning Strategy Applications with Students of English as a Second Language. TESOL Quarterly ,19, pp. 557-584.

5. Oxford, R.L. (2003). *Language learning styles and*

strategies: An overview. Learning Styles & Strategies, Oxford, GALA, 1-25.

6. Oxford, R. (1990). ***Language learning strategies: What every teacher should know***. New York: Newbury House.

7. ShiraniBidabadi. F., Yamat, H. (2011).The Relationship between Listening Strategies Used by Iranian EFL Freshman University Students and Their Listening Proficiency Levels. *English Language Teaching*, 4(1), pp. 26-32.

8. Stern, H.H. *Issues and Options in Language Teaching*. Oxford: OUP, 1992.

НАВЧАЛЬНІ СТРАТЕГІЇ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМ ПЕРШИХ КУРСІВ

Цимбал С.В.

Анотація. *Ефективне викладання/вивчення англійської як іноземної мови завжди було одним з найважливіших напрямків для дослідників, педагогів-практиків. Навчальні стратегії при вивченні мови є гарними показниками того, як студенти підходять до завдань або проблем, що виникають під час процесу вивчення мови. Ця стаття є внеском щодо дискусії про те, як використання навчальних стратегій може вплинути на процес вивчення мови. Отримані дані показали, що студенти НУБІП використовують низку стратегій, що мають стосунок до їх вивчення англійської мови, проте було б бажаним більш широке і частіше використання ними різних стратегій задля досягнення більшої ефективності*

Ключові слова: *стратегії навчання; викладання/вивчення англійської як іноземної мови; рівень володіння мовою; володіння мовою; англійська як іноземна мова.*

ПСИХОЛОГІЯ

THE CREATIVE STRATEGIES OF DESIGNING ACTIVITY

Berezova L.V., PhD in Psychology
National University of Life and Environmental Sciences of Ukraine
E-mail: berezova @nubip.edu.ua
https://orcid.org/0000-0002-8443-8442

Abstract. *The solution of the constructive-technical tasks causes in students' steady interest, as they are interested in novelty, originality of tasks, and the opportunity to make use of the practical experience. The process of a new technical problems' solution consists of three main cycles: etaloning, designing, approbation (control sketching). Tasks, questions and practical tasks is an effective didactic way, which makes active creative activity of the person. The creative thinking carried out at the decision of creative tasks is considered. In the researches directed on revealing of features of understanding of constructions, technical objects, in particular, conditions of engineering tasks, the drawing, the sketch can be the important criterion of understanding which is carried out by the subject based on the information received from the technical project. The understanding of a condition of a solved task compounds an organic basis of formation of a project of the future design.*

Key words: *creativity, strategies, creative task, solution, engineering activity, creative thinking.*

Introduction. The creative thinking is search and discovering of something new. For creative work, it is necessary to have ability independently and critically to think, make through nature of subjects and phenomena, to be inquisitive, that appreciably provides productivity of mental activity.

Creative thinking is generally considered to be involved with the creation or generation of ideas, processes, experiences or objects; critical thinking is concerned with their evaluation.

Creative thinking involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, and forced relationships. The aim of creative thinking is to stimulate curiosity and promote divergence.

Necessity every day to solve the contradiction of vital circumstances (tasks) has generated requirement, and necessity of operating by knowledge results in development of intellection. The person has got used to this, that the concept "task" does not contact daily life, and it is carried to categories of pedagogic, science. Though any knowledge, even what is accepted by us as unconditional true, are the results of persevering human searches, which have arisen and solved as new difficult tasks.

One of the main tasks of psychological of students training to technical the development of the stable positive attitude of students to creative activity is possible.

Training of the future specialists for labor activity should be based on the so-