

- создание контактов с молодежью Германии;
- привлечение молодежи европейских стран к мультикультурному диалогу;

- обмен опытом в работе с молодежью методами формального и неформального образования и регионального развития;

- возможность дать хороший пример общеевропейскому сотрудничеству и отдельным молодежным инициативам.

Задачи проекта:

- познакомить студенческую молодежь и гостей из Европы с богатством национального достояния родного края;

- организовать изучение вопросов и проблем культурных и интеллектуальных ценностей в свете глобализации Европейского Союза;

- сформировать коммуникативные умения и воспитать толерантное отношение к представителям разных стран и национальностей;

- организовать обмен опытом и молодежными инициативами среди студенческой молодежи;

- продемонстрировать торжество идей мирного сосуществования представителей разных народов.

Проект объединил несколько организаций города. Его партнерами выступили первичная профсоюзная организация студентов ННУ имени В.А. Сухомлинского, городское управление культуры г. Николаева; Николаевская музыкальная школа № 5; Николаевское государственное высшее музыкальное училище. Гости приняли участие в студенческом «Осеннем бале», в фестивале национальных культур «Дружба», посетили г. Одессу, осуществили рафтинг по реке Южный Буг вблизи Мигии, посетили музей немецких колонистов в с. Степовое.

Во время проведения фестиваля «Дружба» произошло объединение немецкого оркестра с духовым оркестром двorca творчества учащихся и ансамблем духовых инструментов музыкальной школы № 5. Интернациональный оркестр выступил в Каштановом сквере нашего города, продемонстрировав талант и возможности двух разных народов создавать единую европейскую культуру.

Во время заседания круглого стола «Украина и Германия: встреча двух европейских культур» состоялась оживленная беседа между студентами, преподавателями и музыкантами о развитии любительских коллективов в Германии и в Украине. Они познакомились с ролью немцев-колонистов в развитии культуры южного региона Украины, с развитием формального и неформального музыкального образования, обменялись опытом работы.

Неизгладимое впечатление произвела на гостей и встреча с мэром Николаева В.Д. Чайкой. Гости вручили ему подарки от мэра г. Фюрстенфельдбрук, рассказали о своих планах дальнейшего сотрудничества, поделились впечатлениями, пригласили музыкальные коллективы Николаева в Германию. Ведь, если музыка звучит от сердца к сердцу, то она может объединить не только отдельные коллективы, но и целые народы.

Следует напомнить, что I этап проекта проходил в Польше. Это была трёхсторонняя встреча украинских, польских и немецких студентов в международном центре встречи молодежи «Кшизова за европейское понимание». Украинские студенты впервые побывали зарубежом, познакомились с польскими и немецкими сверстниками, их культурой, языком, историческими достопримечательностями Вроцлава. Оказалось различий не так уж много. У молодежи разных стран одни и те же жизненные ценности, одна цель – жить красиво в мире и справедливости, в достатке и чистой окружающей среде.

III этап проекта состоится в июне 2013 года. Николаевские студенты поедут в Германию, чтобы познакомиться с национальной культурой и историческими достопримечательностями баварского края, планируется выступление оркестра украинских национальных инструментов, создание межнационального оркестра. Верится, что благодаря таким проектам мы сможем определить для себя, что же это такое «европейское гражданство», каким должен быть европейский гражданин и доказать, что украинская молодежь достойна иметь европейское гражданство.

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ С ПОМОЩЬЮ МУЗЫКИ

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While considering interactive instructional strategies to be innovative, it is necessary to keep in mind that any pedagogical technology will be dead if real people, who realize it, don't regard it as an integral system with the unity of components and interrelations. The essence of interactive technologies and strategies lies in constant active interaction of all its participants. In learning process, the organization of interactive learning process presupposes modeling of real-life situations, role-playing, mutual problem-solving.

Nowadays there exist a great number of technologies and techniques in language teaching underlying a particular set of teaching practices which can provide acquiring knowledge and skills of the language competence and to the atmosphere of cooperation during the teaching-learning process. But we'd like to focus attention on the use of such an innovative technology during the students' teaching practice as teaching English by means of music.

So, the most popular ways to use music as one of the interactive instructional strategies (such strategies employ group of learners) in the process of the students' teaching practice include the following activities. 1. *Fill in the blank*

This activity is a great way to use vocabulary and grammar in a new way. You can give the students the lyrics with some words or lines left out and have them try to fill in the blanks while listening to the song. A good technique is to write out of the lyrics on a flipchart or the blackboard and then replace the words you want to leave out with numbers. Then the students can simply write their answers next to the number on a sheet of paper. There are different ways to use this activity.

- a. Fill in the blank just by listening to the song and filling in the lyrics.

- b. Fill in the blanks in the lyrics from a word bank and then listen to the song.

- c. Fill in the missing articles, pronouns, verbs, adjectives.

2. *Strip Songs*

This activity is aimed at checking reading comprehension and gives students the opportunity to make out what the text is about. It offers them a chance to hear native speakers using English.

- 1) Have students sit in groups and hand out the lyrics of complete songs to each group.

- 2) Lyrics should be cut into many different strips of paper with 2-3 lines of the song on each strip.

- 3) Have each group work together to guess the order of the lyrics.

- 4) Play the song and the students will listen to the correct order of the lyrics and make changes in their own version.

5) Finish up by making sure everyone has the correct order and then sing. Review new vocabulary and grammar structures.

3. Song puzzles

This activity is useful in helping students understand how to make up sentences. By reshuffling up the lines (or words within the lines) of a song and then asking them to fix them after listening to the song they have to pay attention to the way the words work together to make up a sentence. It's very useful to borrow speech patterns as a more natural way of speaking, as is know singers often use common phrases in their songs that cannot be found in a book.

4. Listen to the Music

Music is a way to introduce students to different ways of speaking and different accents while concentrating on the English language. It helps them understand spoken English rather than written.

Example:

a. Play the song and see how many words they can hear or how many sentences, then give them the lyrics for them to compare.

5. Imagine and Draw

This activity is designed to let the students listen and then use their English to speak about or write about the things they have imagined or drawn. It is good to use a song without lyrics otherwise students will focus on the words they hear and not on t^l content.

Thus, innovative interactive technology is becoming both more useful and more cost effective for many fields of teaching. The mage of music in teaching foreign languages, and English in particular, is a very important aspect in the organizing teaching process by the students as well as during their teaching practice at present. Musical technique helps not only to create favorable conditions for organizing teaching/learning process, but also to develop learners' knowledge and skills of vocabulary, grammar, phonetics.

It's a well-known fact that songs have been part of the human experience for as long as we can remember. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value. Songs are successful in developing the four skill areas of reading, writing, listening and speaking, and can be used: to present a topic, a language point, lexis, etc.; to practice a language point, lexis, etc.; to focus on common learner errors in a more direct way; to encourage extensive and intensive listening; to stimulate discussion of attitudes and feelings; to encourage creativity and use of imagination; to provide a relaxed classroom atmosphere; to bring variety and fun to learning. In other words, songs provide a break from classroom routine, and learning English through them develops a non-threatening classroom atmosphere in which the four language skills can be enhanced.

Poetry in a language lesson can be used as a good means to involve the learners in using their language skills in an active and creative way, and thus to develop their communicative competence. There are some reasons for using poetry in the language classroom. They are:

Educational and cultural values: language teachers are mainly educationalists, not mere instructors, and their duty is to contribute to the emotional, imaginative, intellectual and cultural development of their students. Poetry can enrich the content of a language lesson by providing excellent opportunities for the development of a »whole person« as well as of a language learner.

Practical reason: a poem is also viewed as the way of improving the students' knowledge of the language – grammar, vocabulary, rhythm, intonation, sounds. Teachers can exploit «unusual use» of the language of

the poem for expanding the students' language awareness and interpretive skills.

Comprehension skills development: poems can give valuable opportunities for learners to develop such analytical skills as deduction of meaning from linguistic and situational context, prediction, interpretation of assumptions etc. The earlier the learners engage their intellect and imagination as well as their knowledge and memory, the sooner they will become truly literate in a target language.

Taking these reasons into consideration, we can arrive at the conclusion that poetry can be effectively used in the language classroom because this form of literature is emotional (can stir students' emotions), concentrated in form (much is expressed in a few words) and has figurative meaning (gives a good start for different points of view).

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ВНЕКЛАСНАЯ РАБОТА ВО ВРЕМЯ ПЕДПРАКТИКИ В ШКОЛЕ

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Every progressive educator should clearly understand a role that the modern school carries in the world. Now that school appears to be a specific organization within the larger community context, a teacher should see the operations of the relevant aspects of the system(s) within which s/he works. While in the school community, a teacher understands and implements laws related to students' rights and teacher's responsibilities. Those rights and responsibilities are relevant to each other. Equal, appropriate education for all students, which will benefit from the schooling by cultivating and developing their interests, skills, and the positive attitude towards life.

While completing my internship at Mykolayiv School 22, we were deeply impressed with the atmosphere that the teacher Pervova Marina Markovna managed to establish around her. The students' centered community served as the eye-catcher in an ordinary school. According to our observations, Marina Markovna kept encouraging the positive social interaction, active engagement in learning, and self-motivation of her students.

The teacher used the multiple teaching and learning strategies to engage students in active learning opportunities that promoted the development of critical thinking, problem solving, and performance capabilities that would help students assume responsibility for identifying and using learning resources. Marina Markovna saw the possibilities to learn English far beyond the classroom curriculum. She was a proficient manager, as well as a facilitator, in arranging and holding the extra-curricular activities for her students. We were lucky to be able to contribute to the organization of the English Language Week-2012. We got a precious experience in the coordination of such event. Here, the *purpose* of our paper is the following: *to show the role of the extra-curricular activities both for the English-learning purposes and for*