

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^h 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*

the development of the sound environment in the school community.

Upbringing leaders is very important for the modern school. Although the perception of the leader changed throughout the past decades. A leader altered from a strictly authoritative to fairly democratic. Thus, the modern school has to upbringing such leaders. To become ones, children should be open to the changes within their surrounding. By understanding the physical, emotional, social, and intellectual aspects of the adolescents' well-being during school years, it is easy to see natural changes going on in their minds, bodies, and subsequently, their lives. On this stage of the development, children should be allowed to make experiments, certainly, under the professional eye and guidance of an adult educator. Being exposed to the freedom and the variety of choices, being taught the accountability for their actions and the possibility to utilize their skills on practice means a lot to the middle and high school student. The teacher on her/his turn should recognize factors and situations that are likely to promote or diminish intrinsic motivation, and should know how to help students become self-motivated.

Extra-curricular activities appeal not only to the interests of students, and serve as a special motivation to be involved in it. In addition, such intramurals promote a life-long learning and bring support to the sustainability of education. English language is a tool to achieve higher goals of the students. This tool is used for specific purposes in the after-classroom communication. Retrieving from the Marianne Celce-Murcia's picturing of the curriculum, five components of it should be taken into account. Those are *Language Arts, Personal Language Use, Language for a Purpose, Theater Arts, and Beyond the Classroom* approaches to teaching English. Every component deserves attention.

The following agenda was suggested for the English Language Week-2012. Students were preparing for different events beforehand. They had approximately two weeks to manage their projects, to work on the case studies, and to systematize the Musical contest.

Mon. Integrated lesson/the exhibition of the case study projects. (Being trained by different teachers on the variety of subjects, students are developing the critical thinking abilities and the clarity of interrelation of things in the world. The integrated lesson reflected on the necessity to engage students in the active learning with the elements of self-work implications. «Students need to benefit from the curriculum delivered by the active and integrated instruction that does not assume a transescent's cognitive development is in neutral while ideas are exploding around them.» (Trudy Knowles, Dave F. Brown) Also, they presented their self-work results.

Tue. Career Day. (The presentations by the alumni of Eurasian Undergraduate Exchange program (UGRAD), who ones took the initiative in their hands and decided to change the world around them. The Alumni would dwell upon career possibilities, professional development, and the value of education. The alumni would serve as the role models for the teens. The panel discussion was aimed to show students the importance of the continuation of the education).

Wedn. Musical Contest (The contest was organized in the form of a free game with elements of dancing and singing. The Peace Corps volunteer and native like guests were invited. Those people dedicated their time to show the students their interest and desire to know students better, and to inspire them to be active contributors to the community. The students were awarded with special school certificates for their participation, and received the official invitation tickets to the English-discussion club *D-club*).

Th. Fairy Tale (the British tale produced by the elementary school children with the help and guidance of the high school students. The message of the mutual understanding and collegial collaboration is conveyed).

Fr. Merry English (The students produce the Shakespeare play. Here students are self-governed, and come up with their own perception of the play).

What I found neat about the facilitation of the extra-curricular activities was that the teacher constantly used positive reinforcement strategies that helped create a very friendly environment. There were some disagreements among the students, but the students managed to resolve them smoothly. I think it was because students cultivated a sense of respect to each other. Moreover, Marina Markovna paid a special attention to the flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

All students got the 'Thank-You' certificates for their unique contribution to the English Language Week-2012 and for building up a safe and merry environment around them.

A modern school aims to educate people who will be worthy representatives of their country. Ukraine could always boast of its people, so smart, kind-hearted, and with a great sense of creativity. These characteristics should be developed in school, especially during the extracurricular activities. Here the country's identity is conserved and the value of the other cultures is discussed. While doing various projects and case studies, the students gain respect of differences, openness to other cultures; they learn how to act in a strong and friendly community preserving their individuality.

Extra-curricular activities serve teachers as a tool to help their students develop and expose themselves both on personal and professional levels. Once they learned how to keep to their individuality and how to operate in a sound community, students will acquire skills to success in life, and, simultaneously, will present their country best. There will be vicissitudes, different ups and downs, and a school life will always seem a roller-coaster ride for students, but looking back they will smile, because they have had the opportunity to reveal themselves and have never been left behind.

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ФОРМИРОВАНИЕ ПЕДАГОГИЧЕСКОЙ КУЛЬТУРЫ БУДУЩИХ УЧИТЕЛЕЙ МЛАДШИХ КЛАССОВ

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Актуальность исследования. Процессы социально-экономических и духовно-культурных преобразований на рубеже нового тысячелетия в значительной мере способствовали росту роли образования и культуры в современном обществе, возрождению духовности. Человечество начало осознавать значимость духовно-нравственных ценностей образовательной системы нашего времени, которое является по сути эпохой духовности.

Методологические основы воспитания духовных ценностей у студентов педагогических специально-