

формування естетичних і моральних цінностей учнів на уроках художньої культури;
 – створення співтовариства усього колективу вчителів, учнів і батьків;
 – застосування на уроках педагогічного механізму «оцінка-вибір».

БІБЛІОГРАФІЯ

1. Бакушинский А.В. Художественное творчество и воспитание / А.В. Бакушинский. – М., – 1925. – 240 с.
2. Батурина Г.И. Эмоции и чувства как специфическая форма отражения действительности / Г.И.Батурина. – Иваново, 1973. – 411с.
3. Гончаренко С. Український педагогічний словник / С. Гончаренко. – К., 1997. – 376 с.
4. Масол Л.М. Концепція художньо-естетичного виховання учнів у загальноосвітніх закладах / Л.М. Масол // Педагогічна газета. – 2001. – №12. – С. 2.
5. Мукаржовский Ян. Исследования по эстетике и теории искусства / Ян Мукаржовский. –М., 1994. – 606 с.
6. Обозов Н.Н. Психология межличностных отношений / Н.Н. Обозов. – К., 1990. – 191 с.
7. Печко Л.П. Основные характеристики эстетико-педагогической среды школы, урока, класса / Л.М. Печко // Эстетическая среда и развитие культуры личности. Вып. 2. – М. – Луганск, 2000. – С. 5–19.
8. Художня культура (8-11 класи). Програма для загальноосвітніх навчальних закладів України – Тернопіль, 2001. – 48 с.
9. Якобсон П.М. Изучение чувств у детей и подростков / П.М. Якобсон. –М., 1961. – 250 с.

BIBLIOGRAFIYA

1. Vakushynskyy A.V. Khudozhestvennoe tvorchestvo y vospytanye / A.V. Vakushynskyy. – М., 1925. – 240 s.
2. Baturyna H.Y. Emotsyy y chuvstva kak spetsyfycheskaya forma otrazhenyya deystvytel'nosty / H.Y.Baturyna. - Yvanovo, 1973. – 411 s.

3. Honcharenko S. Ukrayins'kyu pedahohichnyy slovnyk / S. Honcharenko. – К., 1997. – 376 s.
4. Masol L.M. Kontseptsiya khudozhn'o-estetychnoho vykhovannya uchniv u zahal'noosvitnikh zakladakh / L.M. Masol // Pedahohichna hazeta. – 2001. – S. 2. №12. –
5. Mukarzhovskyy Yan. Yssledovanyya po estetyke y teoryy yskusstva / Yan Mukarzhovskyy. – М., 1994. – 606 s.
6. Obozov N.N. Psykholohyya mezhlychnostnykh otnoshenyy / N.N. Obozov. – К., 1990. – 191 s.
7. Pechko L.P. Osnovnie kharakterystyky estetyko-pedahohycheskoy sredi shkoly, uroka, klassa / L.M. Pechko // Estetycheskaya sreda y razvytye kul'turi lychnosty. Vip. 2. – М. – Luhansk, 2000. – S. 5–19.
8. Khudozhnya kul'tura (8-11 klasy). Prohrama dlya zahal'noosvitnikh navchal'nykh zakladiv Ukrayiny – Ternopil', 2001. – 48 s.
9. Yakobson P.M. Yzuchenye chuvstv u detey y podrostkov / P.M. Yakobson. – М., 1961. – 250 s.

INFORMATION ABOUT THE AUTHOR

Kurkina Snizhana Vitaliyivna – Candidate of Pedagogic Sciences, Assistant Professor Kirovograd Volodymyr Vynnychenko State Pedadogical University

Circle of scientific interests: improving the educational process at higher and elementary schools by means of artistic disciplines, history of domestic and foreign pedagogy.

ВІДОМОСТІ ПРО АВТОРА

Куркіна Сніжана Віталіївна – кандидат педагогічних наук, доцент кафедри музично-теоретичних та інструментальних дисциплін КДПУ імені Володимира Винниченка.

Наукові інтереси: удосконалення навчально-виховного процесу у вищій та початковій школі засобами мистецьких дисциплін, історія вітчизняної та зарубіжної педагогіки.

UDK 378.147

LYSENKO Ludmila Olexandrivna –

the candidate of pedagogical Sciences, associate Professor the Department of linguistics and didactics of foreign languages Kirovograd Volodymyr Vynnychenko State Pedagogical University e-mail: llakir7@rambler. ru

BASIC PRINCIPLES OF INTERACTIVE LANGUAGE TEACHING

Formulation and justification of the relevance of the problem. Language is a living thing – ever changing, ever adapting and indispensable for

human activity. Language is the expression of communal life, as it helps us to build society, keep our heritage and plan for the future. As language

teachers we should make our classroom microcosms of life [2], with real relationships and purposeful use of language. All our techniques should be directed toward achieving this goal. So, it's upon a teacher how effective their ways of teaching might be in order to help our students use the language we teach in their real life. We must keep in mind some very important things how to turn all the activities into interactive and really communicative.

The concept of interactive language teaching was developed by Brown H. D, W. Rivers and Michael Canale. W. Rivers (1987) states that through interaction, students can increase their language store as they listen to read 'authentic linguistic material', or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals.

The first thing to be mentioned is that education process is based on interactive language teaching. Students are no longer the objects to be installed and filled with different sorts of information. They should participate in the education process together with the teacher, not only acquire knowledge presented by the teacher, but they should also get it themselves from a deep well of knowledge and understanding. So we do not teach a language – students learn a language. So, language learning and language teaching may be seen as one interactive process: the teacher's work is to foster an environment in which effective language learning may develop.

The purpose of the article is to highlight the basic principles of interactive language teaching.

Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about [1, p. 132].

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

After several decades of research on teaching and learning languages, it has been discovered that the best way to learn to interact is through interaction itself. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to negotiate meaning.

W. Rivers states that through interaction, students can increase their language store as they listen to read 'authentic linguistic material', or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language all they have learned or absorbed in real life exchanges, where expressing their real meaning is important to them.

So, Principle 1 can be called like this: The student is a language learner.

In learning a language, each learner must acquire and consolidate mental representations that

are basic to both understanding a language and expressing oneself through it (in speech and in writing).

In teaching a language, we are facilitating the individual's acquisition and increasingly fluent use of the language in the best ways we know. They do it in very individual ways, or do not do because they lack motivation to do so. For this reason, in an interactive approach, self and peer-to-peer consideration of errors is promoted. The students must realize that they are responsible for their own progress; they will take this responsibility more seriously if they themselves discover and work at their own weaknesses.

Corollary 1: Motivation springs from within; it can be sparked, but not imposed from without.

Principle 2: Interactive language learning and teaching are shaped by students' needs and objectives in particular circumstances.

Students' needs, objectives are not just personal. They are shaped to a considerable degree by societal pressures and political exigencies. Language teachers must study the language learners in their classes – their ages, their interests, their goals in language acquisition in a formal setting – and then design language courses that meet the needs of specific groups. Decisions on course content and orientation will affect the way the language will be presented and the types of materials that will be used.

Corollary 2: Interactive language and course design will be very diverse. The days of universal approach to a language course, imposed on all learners, are well past (or should be). As students and their perceived needs and objectives change, so will the content and techniques of language courses. Besides, students should be offered the selection of contents and approaches.

Principle 3: Any written or oral communication should be meaningful and based on real life situations.

The task of the teacher at the lesson is: to organize lots of practice and these practical exercises should be oriented on using the target language for the normal purposes basic to all strategies and techniques. This should be organized in contradistinction to the artificial types of exercises and drills on which so many languages learners spend their time.

In real interactive situations people use the language to give and get information, to explain, to discuss, to describe, to persuade, to dissuade, promise or refuse, to entertain or to calm, to reveal or hide feelings and attitudes, to direct others in their undertakings, to learn, teach, solve problems etc. There are many more uses for language in speech and writing.

Students learn to communicate in the form that natural interaction takes for speakers of the target language, which includes acquisition of the target language, structure of natural discourse within the

culture, which include ways of opening and closing conversations. Many of these features of natural interaction are related to the wider expectations within the culture, as discussed under some other principles.

To sum up, we conclude that, speaking practice at the lesson is a sort of a bridge for learners between the classroom and the world outside.

So, between learning new language in the classroom and using language to communicate in real life is speaking. In order to build this bridge, speaking interactive activities must have three features: they must give the learners (1) *practice opportunities* for (2) *purposeful communication* in (3) *meaningful situations*.

Principle 4: Classroom relations reflect mutual liking and respect, which allows both a teacher and a student in a nonthreatening atmosphere to cooperate in education process.

Interactive language teaching and language learning are distinctly different from other school disciplines. Speaking and writing what one really thinks and feels means revealing one's inner self: one's feelings, prejudices, values and aspirations.

Once a teacher tries, however, to stimulate interactive activities where more than the students' intellect and memory are involved. As interactive language – learning environment requires that students and teachers reach a stage of being comfortable with each other and interested in each other, and respectful of each other's personal temperament- imposed limits. To achieve this equilibrium, teachers must feel comfortable with what they are doing, just as students must be comfortable with what they are expected to do. Both teachers and students have to be willing to take risks and laugh together when things go wrong.

Together they must exercise the fear of failure. To stimulate the interaction that leads to communication via language they must work toward a nonthreatening atmosphere of cooperative learning, where all can succeed because each has something unique to contribute to valuable procedure of learning and teaching.

Principle 5: Basic to language use are knowledge of language and control of language.

Basic to language use is a mental representation of language. All languages are organized at several levels. Grammatical structure and vocabulary, which are interrelated in their functioning, provide the tools for expressing semantic and pragmatic meaning.

We cannot use language without a mental representation. Teachers can help students acquire an understanding of this basic mechanism that will enable them to use it to comprehend language and produce comprehensible speech. Teachers can help their students refine this understanding as they progress.

They acquire the language through performing rules, not through memorizing or discussing them;

they acquire knowledge of the structure of the language actively through use. The development of control of language is further discussed under Principle 6.

Principle 6: The development of language control proceeds through creativity, which is nurtured by interactive activities.

The ultimate goal for our students is to be able to use the language they are learning for their own purposes, to express their own meanings; that is, to create their own formulations to express their intentions.

Creating new utterances in a language that one only partially controls is not easy. It frequently leads to cognitive overload: learners pause and hesitate; they misuse elements of the new language when they are well aware of the accepted forms. One can do a lot of meaningful interactive situations that stimulate the students' motivation to communicate in different purposeful situations, through which students experience the use of the new language as an important social skills. Activities may be amusing or serious. Games, competitions, skits, simulations and dramatizations enliven the interaction; problem-solving and information – getting activities encourage persistence and probing [4, p.180–186].

Students may work in groups to gather information, set up experiments, develop alternative denouement for literary works to understand further the author's intent; they may prepare meals according to the cuisine of a country where the language is spoken or engage in appropriate social activities of the culture; they may develop plays, radio or television programs, or prepare entertainments for other students, parents, or the community

Conclusions and prospects for further researches of direction. Interactive language teaching methods may be related to content being studied in the language, whether literary, historical, philosophical, scientific, commercial or sociological. All modern students should be offered the selection of contents and approaches. The task of the teacher at the lesson is: to organize lots of practice and these practical exercises should be oriented on using the target language for the normal purposes basic to all strategies and techniques. Most of the strategies deal with pair and group work and promote interaction. Encouraging students to develop their own strategies is an excellent means of stimulating the learner to develop tools of interaction.

BIBLIOGRAFIYA

1. Brown H. Doudlas.2000. Principles of Language Learning and Teaching. Fourth Edition. White Plains, NY; Pearson Education. – 260 p.
2. Rivers Wilga M. Interactive Language Teaching. 2002. New York: Cambridge University Press. – 394 p.
3. Stevick E.1998. Images and Options in the Language Classroom. Cambridge University Press. – 164 p.

4. Wilga M. Rivers. 1998. Caring and Sharing in the Foreign Language Classroom. Unpublished Articles of Harvard University. – 270 p.

5. Woodward T. 1999. Process in EFL. Teacher Training. Unpublished M. Phil. dissertation. University of Exeter. –112 p.

INFORMATION ABOUT THE AUTHOR

Lysenko Lyudmila Aleksandrovna – candidate of pedagogical Sciences, associate Professor of linguistics and foreign languages at Kirovograd Volodymyr Vynnychenko State Pedagogical University..

Circle of scientific interests: foreign language communicative culture, innovative teaching methods, communicative competence.

ВІДОМОСТІ ПРО АВТОРА

Лисенко Людмила Олександрівна – кандидат педагогічних наук, доцент, кафедри лінгводидактики та іноземних мов Кіровоградського державного педагогічного університету імені Володимира Винниченка.

Наукові інтереси: іншомовна комунікативна культура, інноваційні методи навчання, комунікативна компетенція.

УДК 616-006-057-084:001.891(477)

МАЛИШЕВСЬКА Ольга Степанівна –

кандидат технічних наук,
асистент кафедри гігієни та екології
Івано-Франківського національного
медичного університету
e-mail o16r02@yandex.ua

ВПРОВАДЖЕННЯ В КУРС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ «ОХОРОНА ПРАЦІ В ГАЛУЗІ» ПИТАНЬ БЕЗПЕКИ ПРАЦІ МЕДИЧНИХ СЕСТЕР ПІД ЧАС РОБОТИ З КАНЦЕРОГЕННИМИ ПРЕПАРАТАМИ

Постановка та обґрунтування актуальності проблеми. Результатами сучасних досліджень встановлено, що в Україні на даному етапі умови праці молодшого медичного персоналу у 80-85% є незадовільними і належать до категорії робіт з шкідливими та небезпечними умовами праці [1]. Тому актуальність досліджень спрямованих на забезпечення захисту здоров'я медичних сестер та впровадження новітніх працезохоронних методик у навчальний процес є перспективним, своєчасним і доцільним.

Досліджуючи умови праці медичних сестер під час роботи в онкологічних закладах охорони здоров'я України виявлено, що не відповідають санітарно-гігієнічним вимогам праці практично 70-80% робочих місць. Крім цього, більшість препаратів, якими лікують онкохворих, мають виражену неселективну токсичну дію на клітини усього організму, а також мутагенний, канцерогенний і тератогенний вплив. Такого впливу зазнає не лише організм пацієнта, але й

медичного персоналу. Зважаючи на можливі шляхи передачі, найбільшого впливу зазнають медичні сестри, які безпосередньо працюють з препаратами під час їх приготування, введення та утилізації.

Аналіз останніх досліджень та публікацій.

Дослідженнями виникнення професійного раку серед молодшого медичного персоналу присвячені роботи багатьох світових та вітчизняних науковців: Д.В.Варивончика, О.М.Еджибія, С.А.Тюляндина, І.В.Самойленко, Н.І.Ізмерова, Л.П.Кузьміна, В.І.Шевченко, D. Cavallo et al., Th. H. Connor, W. Fransman, N. Roeleveld et al., S. Krstev et al., B.W. Stewart, P. Kleihues.

Джерелами професійного впливу канцерогенних препаратів на медпрацівників є інгаляційний, термальний, оральний, парентеральний. У табл. 1 наведено пріоритетні шляхи потрапляння канцерогенних ЛЗ в організм працівників.