

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
VINNYTSIA STATE PEDAGOGICAL UNIVERSITY
NAMED AFTER MYKHAILO KOTSYUBYNSKIY



INSTITUTE OF FOREIGN LANGUAGES

LANGUAGE, EDUCATION, CULTURE:

Current Integration Tendencies

Conference Papers

March 30 – April 1, 2009

Vinnytsia – 2009

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important aspect of creating psychological comfort and removal of intellectual overexertion in class. The necessity of rational organization of method of activation for educational purposes requires thorough investigation as it stirs up the process of education.

Method of activation is of great didactic value as a teaching technique, as it contributes to the effective learning of the material, improve psychological atmosphere in class, break psychological barriers among the pupils and between the pupils and their teacher. Method of activation gives communicative orientation to the educational process, strengthen motivation for mastering a foreign language and considerably improve pupils' linguistic knowledge and speech skills. Method of activation is a powerful lever of psychological adaptation of the child in the lingual reality, an approach that can solve the problem of non-violent introduction of foreign languages into a child's inner world.

Kravets R.

Forming the Creative thinking of Future Foreign Language Teachers

The problem of forming the creative thinking of future foreign language teachers in the process of professional training by means of the English language is an urgent question nowadays.

The psychological investigations have determined, that nearly all students have a creative potential which, owing to special and systematic exercises, develops very effectively and rapidly. At the double-periods in developing the creative thinking certain skills and abilities are formed. Latent talents of every personality are opened (even those, about which a student may not have the faintest idea). The student uses the acquired abilities for understanding the educational material at the university and for solving

problems in everyday life. The aspiration to the knowledge and self-confidence wake up in students.

Thanks to the acquired knowledge and abilities the educational process becomes more interesting and needs less time for learning any material (and this increases the amount of time for interesting work).

At such creative double-periods there are no wrong answers and pauses. Everyone is involved in creative thinking expressing freely their thoughts and points of view. Moreover, the students are encouraged by the teacher to express their opinions. Step by step using creative exercises, training the ability to analyze, to compare, to explain and to separate the essential, we form the ability to create something new, unordinary.

It is necessary for a creative pedagogue to know various means of developing psychological processes of students, and to take into consideration age and individual capabilities of the students during the pedagogic-educational process. The study should not be very complicated. It may be achieved by using a system of creative exercises, which will bring students pleasure and desire to learn the English language.

The problems of organization of the creative activity and forming of the creative thinking draw attention of numerous researchers and take the central place in different philosophical, psychological and pedagogical directions.

The analysis of psychological and pedagogical literature in the researched theme has helped to specify the essence of the notion "a pedagogue's creative thinking".

In our opinion the forming of the creative thinking is the basis for successful forming of a creative personality of a future teacher. And the pedagogue's creative thinking is a basic structural unit of his/her professional activity and is a key unit of the structure of the pedagogical process, it is an instrument and a means of solving original and difficult tasks. The pedagogue's creative thinking shows itself in different ways of teaching

activity — conducting educational double-periods, organizing a collective of pupils due to their age and individual peculiarities, designing the personality of a pupil, working out the strategy and tactics of pedagogical activity for the purpose of solving creative tasks for the all-round development of the personality.

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Role-Plays in Teaching English for Economists

Learning English is one of the components of forming students' communicative skills and abilities. Communicative competence must help future economists to become easy-talking mixers in a business or social environment. But to teach the foreign language successfully one needs to use effective methods and technologies. By 'effective' we mean such means that help to develop students' creativity, non-standard thinking and enrich their knowledge.

As one of the effective means we use role-plays while teaching English as a foreign language. Role-plays help us to conduct the line in more interesting way, to optimize the lexics learning, and to integrate professional knowledge into the process of English studying. The latter is the important requirement of teaching English future economists.

Effective role-plays look like business games during which we simulate the future professional activity of our students. Such role-plays require proper preparation when we should think over every role, every possible phrase or act, every situation that may appear during the game. The teacher also should know the peculiarities of the future professional activity of his students to react adequately to the problems, questions, or misunderstandings during the game. It's better to