[Typical programme on "Methodology of teaching foreign languages and cultures at high schools"]. Kyiv [in Ukrainian].

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METHODS OF INTEGRATED TEACHING ENGLISH DIALOGICAL SPEECH TO JUNIOR PUPILS BY MEANS OF AUTHENTIC FAIRY TALES DRAMATIZATION

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Abstract. *The article deals with the problem of integrated teaching of foreign languages. It examines the possibility of integrated teaching English dialogical speech to junior pupils by means of fairy tales dramatization. The stages of such integrated teaching with step-by-step formation of English dialogical speech skills have been defined. The components of teaching process at every stage have been highlighted. The experimental model of the teaching process has been worked out. The system of exercises comprising six groups corresponding to each stage has been offered.*
Keywords: *integrated teaching, English dialogical speech, dramatization, methods of integrated teaching English dialogical speech by means of authentic fairy tales dramatization, junior pupils.*

The necessity to master the English language skills of dialogical communication by the pupils of elementary school was supported by many scientists in the 80-90 years of the last century with the aim of improving the pupils' philological culture and their acquaintance with the mentality of the English-speaking peers. Already in 2000, junior pupils were mastering the English language communicative skills with the purpose of acquaintance with their foreign friends' lifestyle, learning their interests and hobbies and speaking with them in English on-line. At the same time the difficulties in contacts between the Ukrainian pupils and their English-speaking peers were determined. It happened both because of the lack of pupils' linguistic stock and of the inconsistency of their speech to its authentic form. Currently, primary school graduates should be ready for such level of English language speaking, that can provide them with the perception of authentic children's literature, the study of some subjects in English, so in general, the use of the target language as a means of every-day and educational communication. With this purpose we propose the implementation of the integrated teaching English dialogical speech to the pupils of elementary grades by means of authentic fairy-tales dramatization.

The aim of our work is the creation of methods of integrated teaching junior pupils the English language on the basis of the authentic fairy-tales dramatization. The object of the study is the peculiarities of integrated teaching English dialogical speech to pupils of elementary grades. The subject is the

process of integrated teaching the English dialogical speech to the pupils of elementary grades by means of authentic fairy-tales dramatization.

The best way to represent any teaching process in the dynamics of its implementation and moreover the process of integrated teaching, involving the synthesis of all its links is a didactic model. By the words of A. Dakhin, the model is "an artificially created object in the form of schemes, physical structures, symbolic forms or formulas, which, being similar to the object or phenomenon under study, shows and depicts the structure, properties, relationships and connections between the elements of the object in a more simple and general form" [1, pp. 22-26].

The suggested experimental model includes six stages (linguistic, receptive and cognitive, educational and reproductive, reproductive and dramatizational, creative and dramatizational, true-to-life and speech) is hypothetical in nature and serves as a basis for the construction of the teaching process.

Each stage requires the presence of such components as: teaching purposes, which in their turn depend on the elements of the object of study, the latter relate to the components of the teaching content. Mastering the foreign-language material is achieved by using certain techniques of teaching. Implementation of teaching techniques are more effective if they are accompanied by appropriate means of teaching: verbal in the form of emotional pathetic speech; extralinguistic in the form of gestures, mimics, pantomime; material in the form of masks, costumes, decorations, illuminations, which acquire particular importance while dramatizing children's fiction works. And the last link of any teaching process is the control of its results. If you conduct it at the end of the implementation of each teaching objective, then the possibility of moving or non-moving to the nomination of the next teaching objective can appear. If the results are not very high, some methodical steps should be repeated and control again. If the results are high, the educational process can continue at its next, more difficult level.

Taking into account the above-mentioned stages of the integrated teaching English dialogical speech to the pupils of the 4th grade on the basis of the authentic fairy-tales dramatization, as well as the links of the teaching process, there has been elaborated the system of exercises which consists of six blocks corresponding to the stages of teaching and is aimed at achieving the appropriate knowledge and developing dialogical communicative skills.

The first block of exercises according to the linguistic stage focuses on the study of linguistic components selected from the fairy tales which are going to be dramatized. *The second block* of exercises according to the receptive and cognitive stage of teaching is aimed at teaching pupils to understand the content of the selected fairy tales. *The third block of exercises* according to the teaching and reproductive stage is aimed at teaching pupils to reproduce the content of the selected fairy tales in the third person singular and playing different roles. The *fourth block* of exercises according to the reproductive and dramatizational

stage focuses on teaching pupils role-playback tales taking into account their theatrical dramatization. *The fifth block* of exercises according to the creative and dramatizational stage is aimed at teaching pupils the creative processing of the beginning, middle and end of the fairy-tale both to deepen and to understand their content and to develop the skills of using the learned linguistic material in the other linguistic surroundings but identical semantic conditions. *The sixth block* of exercises according to the true-to-life and speech stage focuses on teaching pupils to use the selected from fairy tales linguistic material in the process of free-dialogical communication that occurs on the basis of speech and emotiogenic situations (emotiogenic situations are situations showing the expression of emotions). Let's examine more thoroughly every group of exercises.

The exercises of the first block provide: 1) the acquisition of knowledge of the linguistic material, which is used in fairy tales; 2) the formation of skills to use this material in phrases and sentences; 3) the development of linguistic skills to use this material in a variety of educational and speech activity.

To acquire the knowledge of the language material the pupils are offered such types of exercises: linguistic, translation exercises that are performed in oral and written forms; selective exercises that teach how to choose the correct form of the words from a number of the presented ones; transformational exercises that teach how to transform one lexical or grammatical form into the other. To form the skills of the use of the lexical and grammatical material under study in phrases and sentences pupils are encouraged to their multiple repetition both in oral and written forms. For the development of the linguistic skills pupils are offered exercises of pre-speech type. These exercises are based on the methodological actions that encourage communication with the help of various supports.

The exercises of the second block provide: 1) the development of receptive and cognitive abilities of the first order, correlated with the understanding of the speech and extralinguistic behavior of each character of the tale; 2) the development of receptive and cognitive abilities of the second order, correlated with the understanding of the speech and extralinguistic behavior of all the characters of each scene; 3) the development of receptive and cognitive abilities of the third order, correlated with understanding the entire contents of the fairy tale in general.

For the development of receptive and cognitive abilities of the first and second levels of complexity the pupils are offered linguistic, translation exercises and control, receptive exercises. For the development of educational and reproductive abilities of the third level of complexity pupils are encouraged to do such exercise: to define the actors of the fairy tale by decorations on the background of which they act; to define the actors of the fairy tale by their costumes; to define the actors' characters by their tone and the rhythm of a

musical work; to choose the correct sentence (according to the plot of the fairy-tale) from the three sentences that are given to the pupils.

The exercises of the third block provide: 1) the development of reproductive and speech abilities of the first order, correlated with the reproduction of the whole content of the fairy tale in the third person singular; 2) the development of reproductive and speech abilities of the second order, correlated with role-playing of each scene of the fairy tale; 3) the development of reproductive and speech abilities of the third order, correlated with the entire fairy-tale role-playing.

To develop the skills of the first level of complexity the pupils are offered receptive-reproductive exercises of various kinds. To develop the skills of the second level of complexity the pupils are offered such exercises as: to learn the roles of fairy tale characters by: reading and translating the words of the characters of every fairy tale scene from English into the native language, to fill in the missing words in the phrases of fairy-tale characters, to correct errors in the speeches of the fairy tales characters, to expand the speeches of the characters according to the plot of the fairy-tale, to pronounce the speech of each character while role-playing every scene, to translate the words of the characters of every scene from the native language into English, to reproduce the roles of fairy tale characters within each scene with different language and speech supports.

To develop the skills of the third level of complexity pupils are offered such exercises: fairy tale role-playing, reading in English all the roles distributed among the pupils; translating from the native language into English all the roles; translating the roles of all fairy tale characters from the native language into English in a written form.

The exercises of the fourth block provide: 1) the development of reproductive and dramatizational skills of the first order correlated with the actor's speech behavior of each character; 2) the development of reproductive and dramatizational skills of the second order, correlated with actors' verbal behavior of the characters acting in each scene; 3) the development of reproductive and dramatizational skills of the third order, correlated with the actors' verbal behavior of the characters acting in the complete story.

For the development of the reproductive and dramatizational skills of the first level of complexity pupils are offered such exercises: receptive-linguistic exercises and productive-dramatizational exercises. To develop the skills of the second and third levels of complexity pupils are offered identical kinds of receptive-dramatizational exercises but with different methodological content. They are the following: reading and comprehension of characters' speech interaction in each scene; acting out every fairy-tale scene in rehearsal-preparatory conditions; acting out every fairy-tale scene with costumes, scenery and music.

The exercises of the fifth block provide: 1) the development of creative and productive abilities of the first order, correlated with changes in the beginning of the tale and its theatrical performance in such a form; 2) the development of creative and productive abilities of the second order, correlated with changes of actors' cast and its theatrical performance in such a form; 3) the development of creative and productive abilities of the third order, correlated with the change in the end of the tale and its theatrical performance in such a form; 4) the development of creative and productive abilities of the fourth order, correlated with the pupils' own fairy-tale creation and its theatrical performance in such a form.

For the development of creative and productive abilities of the first level of complexity pupils are offered such exercises: productive-preparatory, presentation and productive-dramatizational exercises. For the development of creative and productive abilities of the second, third and fourth levels of complexity pupils are offered the same kinds of exercises but with different methodical and informative content.

The exercises of the sixth block provide the development of the English dialogical speech*:* 1) by the programmed themes on the basis of the linguistic and speech material of the fairy tales which were under study; 2) in connection with arising the new speech and emotiogenic situations with the use of the linguistic and speech material of the fairy tales which were under study.

As for the first aim, the pupils acquire knowledge of new lexical material, in accordance with each topic under study; the skills of using previously learned material of general character, newly acquired thematic material and material selected from fairy tales are formed; the pre-speech skills to use all the above-mentioned material in various kinds of the prepared speech are formed; the English language skills of verbal interaction on the basis of all kinds of linguistic material, which the pupils mastered are developed.

As for the second aim, pupils improve knowledge of the new thematic lexical material and acquire knowledge of a new lexical material, expressing feelings and emotions; the skills of using the previously learned lexical and grammatical material are perfected, the skills of its use in connection with the lexical material that expresses feelings and emotions are formed; the pre-speech skills to use all the above mentioned language material in various forms of the prepared speech are developed; the skills of English spontaneous communication where all learned linguistic material is used are developed.

Summing up we can state that the suggested methods of integrated teaching English dialogical speech to junior pupils by means of authentic fairy tales dramatization include the experimental model embracing six stages (linguistic, receptive and cognitive, educational and reproductive, reproductive and dramatizational, creative and dramatizational, true-to-life and speech); the system of exercises consisting of six blocks and the methodical guidelines for exercises realization. The prospect of our further research is to study and

develop a set of interrelated methodological actions to ensure the effective teaching English monological speech to junior pupils.

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PERFECTION OF METHODICAL PREPARATION OF STUDENTS IN THE FIELD OF INCLUSIVE EDUCATION
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Abstract. *The paper identifies the main innovations in the inclusive education, approaches to a new paradigm of education. Attention is paid to the development of the project "Education of Romani children", its methodology, recognizing that all children are individuals with different learning needs. It is proved that inclusive education is trying to develop an approach to teaching that will be more flexible as to meeting different training needs. There have been tested software modules of work with Romani children, which confirm the effectiveness of the proposed method of work, based on the pedagogy of cooperation. The content of the problem, gaming techniques for the development of critical thinking, creativity, intelligence of children has been revealed. There has been presented the experience of the innovative educational institution – Nerubayske EC "grammar school", which works on the basis of competence-orienting approach, a paradigm of dialogue between cultures and pedagogy of tolerance.*
Keywords: *innovation, inclusive education, Romani children.*

The relevance of research. Currently, there have been determined the following main trends in the development of modern education in our country, namely the growth of autonomy in decision-making by all subjects of the educational system; possibility for any educational institution to develop and introduce a new concept of training and education, the corresponding educational programs, plans to open an alternative classes and courses.

Innovative pedagogical direction is one of the essential components of the educational activity. And it is no coincidence. This innovative activity does not only generate the basis for the creation of competitive institutions at the educational market, but also determines the direction of professional development of the teacher, his creativity, actually contributes to the personal growth of students.

The paper presented the experience of functioning of an innovative educational institution – Nerubayske EC "grammar school", which took part in the international project «INNOVEST» and implemented innovation in