

Zellen sterben und bevor sich der schädliche Effekt manifestiert, indem das betroffene Gewebe seine Funktion verliert. Die Schwere des Schadens steigt proportional zu der Dosis. Zu den deterministischen Schäden gehören akute (Früh-) Schäden (zum Beispiel Erythem, akute Strahlenkrankheit), nichtkanzeröse Spätschäden (fibrotische Gewebsveränderungen, Trübung der Augenlinse, Beeinträchtigung der Fruchtbarkeit, testikuläre Anomalie) und teratogene Effekte (Fehlbildungen des Kindes während einer Schwangerschaft)

Die Zelle teilt sich, vererbt aber die veränderte DNS an die Tochterzellen weiter. Die Folge sind stochastische Strahlenschäden. Sie treten mit einer bestimmten Wahrscheinlichkeit erst Jahre oder Jahrzehnte nach der Exposition auf. Für sie gibt es vermutlich keine Schwellendosis; die Wahrscheinlichkeit des Eintretens eines solchen Schadens ist proportional zur Dosis. Die Höhe der Dosis beeinflusst dabei nicht die Schwere der Erkrankung, sondern nur die Wahrscheinlichkeit ihres Auftretens. Die stochastischen Strahlenschäden sind entscheidend bei niedrigen Dosen und für die Abschätzungen des Strahlenrisikos im Strahlenschutz. Sie haben ähnliche Auswirkungen wie zufällige, spontan entstehende DNS-Veränderungen, zum Beispiel Zell-Transformationen, die zu Krebs führen, Mutationen und Erbkrankheiten, oder auch teratogene Effekte [2].

Also hohe Dosen radioaktive Strahlung erzeugen die Beschädigung von DNA und Zellen, dass zu der Entwicklung von azentrischen Chromosomenanomalien, Frühgeburten, Todgeburten und Fehlbildungen (Fehlen des Gehirns, offenem Rücken, Gaumenspalten, Polydaktylie), Trisomie 21, Leukämie führen.

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INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES AT HIGHER AND SECONDARY EDUCATIONAL ESTABLISHMENTS

SOFIIA TROFYMOVA, student

MARYNA TSEHELSKA, Docent (Lecturer), English language and Methodology

Kryvyy Rih State Pedagogical University

Sharing of our experience and knowledge is one of human's life aims. This fact makes teaching relevant and essential, moreover leads to necessity of developing techniques and ways of its realization. Main skills which teachers take into consideration while teaching at schools are: Reading, Writing, Speaking and Listening [1, p. 32]. Nevertheless these items haven't changed for years, the actuality of new methods, modern approaches, opportunities and innovations can decrease and it always requires improvement. Nowadays technologies change with dramatically

high speed and so does human mind – each new generation has and need distinct way of thinking and accepts information in a different way. It is possible to distinguish several groups of methods, which are already used or can be used in teaching at school, they are: including multimedia, involving technologies and using approaches which are corresponded to new way of thinking. Let us find out in details what do we have for today's day.

Multimedia. Besides common using of computer and printer, which is a really strong resource by the way, a teacher can give their students an access to Internet, where *news and films* in foreign language can be found. It helps to familiarize people with language surrounding and its live usage. They can motivate to watch video materials by offering popular TV-show with or without subtitles. This kind of activity can be diluted by creating *written blogs on-line*, where students express their thoughts in the way they want, but using foreign language. The benefits of such method are easy accessibility be teacher and other students, motivation to show your knowledge for the whole world and variety of opportunities for students to express themselves. Talking about blogging, a teacher shouldn't forget about *video-blogging*, which is widespread among Internet users a lot and can be a useful tool in teaching. Firstly, it is possible to watch videos of bloggers all over the world and learn new information, tips and manners from them. Secondly, sometimes we have lack of time or we want to make our work more proficient and concise, so trying making your own videos is a good idea, although there are no doubts that this method could have some disadvantages, e.g. personal possibilities, recourses and specific skills requirement and necessity of assistance. Furthermore, one should not forget that there are *Internet services*, which allow people to have classes on-line; some of them can even send messages with new words on your mobile phone couple times a day. Besides, today's lifestyle requires strict time management and big distance can be an obstacle for having classes with qualified teacher, so these facts became the main reason of appearing *Skype lessons*. This kind of teaching saves some time, but it requires specific quality equipment and couple of other problems.

Technologies. We live in the age of technology and these technologies are developing with dramatic speed. In last 15 years computers and mobile phones have become more available, moreover a lot of new gadgets exist now on the market in free access, so each person nowadays have at least one, especially if this person study foreign language. Downloading books and dictionaries on *e-books* is real, but teacher should be careful, because students can overuse this benefit and it would just harm studying process, but not help. Anyway, if a teacher is aware about modern technologies, they would not deny using of *mobile telephones*, but it is necessary to show how to use them in a proper way while studying [2, p. 141]. Teacher can advise game applications, books, programs that can be helpful in learning. Mobile phones can accomplish another useful function while teaching speaking: a teacher can *record student's speech* in order to replay and show the student which mistakes they do, how they behave and what can be improved. It is better to use device of that very student teacher work at the moment with, in order to assure person's rights and avoid some misunderstandings with potential destiny of this video or audio recording. Other

helpful things are *Smart-boards and projectors*. Firstly, they make watching videos more advanced and they provide possibility to represent pictures, diagrams, presentations on a big screen without printing. Two approaches can be used with presentations: ones which are done by teacher, and other ones which are done by students.

New way of thinking. The influence of modern technologies and public mass media is great, especially on children. It is generally agreed today that it requires some changes in teaching approach. Firstly, teachers should take into account topics and informational background of material which is used: texts, videos, speaking topics, example sentences in theoretical material should be up-to-dated all the time. Another thing that needs reforming is a study game. Today students would rather play *quiz game* or do a *quest* than make sentences with new words [1, p. 57]. It is possible to find such quizzes and quests on the Internet or do it on your own, pictures and presentations help a lot. Some examples of games which are influenced by today's mass media: a *role play* with an interviewer and interviewee, a TV-show, or it also can be any kind of program, depending on topic teacher needs. This can lead a teacher to the idea of *creating* their own materials, what becomes more and more real everyday with appearing of new technologies: build up tables and draw mind maps – it is easier if you know how to use different programs, such as Microsoft Office, Power Point, Publisher and others. They provide plenty of useful functions and teachers can vary tools and materials according to individual needs of students. What can be more interesting for learners – let them to make up something on their own. Turning to speaking and listening skills development *speaking clubs* can be offered. Modern policy makes travelling available, so it is possible for foreigners to come in different countries and to take part in such speaking clubs. If you make a research, you can find a lot of *native speakers* who can visit your class.

Tips. Many people think that teaching is easy, but others do not agree. One cannot deny that it is quite difficult job, which requires a lot of ambitions, motivation, creativity and love. The other side of the coin is, however, that if a person knows how to arrange their work, everything becomes much simpler. There are some tips that teachers can use to simplify their routine. First and foremost, do not overuse modern technologies – let books and pencils make their job, classical methodology is still a strong tool, in other case you can overtire your students and yourself. Secondly, today it is quite available to be familiar with social network and follow everything children or teenagers are interested in. Do not involve yourself a lot, because there is a possibility to break limits between teacher and students which is unacceptable. It is often said that humor is the best tool, and it really is. It can help to establish good relations with students or to warm up the group, but be careful; sometimes it can work just back to front. And last but not the least thing is that you should always check all new techniques and approaches on subject of disadvantages, so they could not work against you.

So it's up to everybody to decide whether to use these approaches and tips or not, but each teacher should be aware about advantages and disadvantages of every item which was mentioned. There are no limits for perfection and teaching, as the

basic layer of all spheres in our life, needs instant improvement. Louis Mercier, a French dramatist and writer, once said that what we do with pleasure we never forget. From this thought we conclude that teacher can do anything possible to make the process of studying a great pleasure, and if they work on it, results appear definitely.

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TEACHING ENGLISH TO VISUALLY IMPAIRED STUDENTS

Svitlana Zubenko, Senior Teacher

O. M. Beketov National University of Urban Economy in Kharkiv

Methods of teaching a foreign language to the blind and visually impaired students in schools and universities are not much developed. However, taking into consideration the development of inclusive education, it becomes more and more important to prepare teachers to work with those students. Therefore, it is possible and necessary to study a technology that could facilitate the work of the teacher of a foreign language from the very beginning with the blind student. The technologies which can be used are based solely on the auditory perception of the material and they can be easily "imposed" on any textual material of any level and include several stages.

First, a text is transformed in audio-digital format. The texts, exercises and other materials are recorded repeatedly in sequence with pauses for repetition and parallel translation.

The removal of phonetic difficulties by working on pronunciation can be performed in the format: word - pause - word - pause - translation.

To remove lexical difficulties, work is organized in the following stages. At the first stage all the words that you want to work with are recorded in the format of the word –pause - translation. The task of a student is to repeat the words of the speaker. In the next step as the student listens to a record and during the pause translates words and then listens to a correct answer. The third stage is to say the words in English during the pauses. At the end, to improve speaking skills, the translation of the text into native language is given sentence by sentence with pauses during which the student gives the English equivalent of a sentence. These answers can be recorded and sent to a teacher to check.

Despite its effectiveness, this technique is quite time consuming for teachers and will be available in the case of active use of volunteer forces or raising the sighted students in the framework of research work.

Thus, this technique can be recommended for English teachers working with the visually impaired students as a part of a regular classroom or to develop a separate course to train visually impaired students ESP/ ESL.