

1. Воздействие акустических, электрических, магнитных, электромагнитных полей на организм человека и использование их в методах диагностики, терапии и фармации.

2. Применение фармацевтических препаратов в методах диагностики (УЗИ, МРТ, радионуклидных и рентгеновских технологиях).

3. Применение фармацевтических препаратов в методах терапии (фотодинамическая терапия).

4. Собственные физические поля организма человека и основанные на их измерении методы диагностики и терапии в традиционной и нетрадиционной медицине.

Особое внимание уделяется анализу организма человека как целостной системы с соответствующими уровнями организации, определяющими их взаимодействие между собой и с внешней средой согласно принципам иерархичности и временным процессам.

Методическая система предложенного элективного курса отражена в учебно-методическом комплексе, включает программу курса и тематический план, конспект лекций в печатной или электронной форме, методические рекомендации для преподавателя и задания для самостоятельной работы студентов.

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THE IMPORTANCE OF USING TONGUE-TWISTERS AT THE ENGLISH LESSONS

The interesting lesson is a joint work of teachers and students, it is full of bright and fun activities that allow children with different levels of training to show themselves, to get pleasure from their own knowledge and skills.

One of the most important points during the lesson is the beginning of the lesson itself. It is necessary to «switch» the children's attention to your subject, set the class to active work and simultaneously work at the pronunciation, and that we should do regularly and consistently just at the beginning of the lesson. We know that to master English pronunciation is not so easy due to the fact that the Ukrainian language has no similar sounds and English articulation is quite complicated for the children. This work seems to be boring, but one thing can change the fact – the tongue twisters: bright, sonorous and rhythmic. The use of tongue-twisters during the lesson contributes that pupils work out the pronunciation of consonant and vowel sounds of the English language in a playful and relaxed way.

As a matter of fact, every language has such a concept as a tongue-twister. In Wikipedia it is defined as a phrase that is designed to be difficult to articulate properly, and can be used as a type of spoken (or sung) word game. Some tongue-twisters produce results that are humorous (or humorously vulgar) when they are mispronounced, while others simply rely on the confusion and mistakes of the speaker for their amusement value [1].

Despite the fact that the tongue-twister can sometimes consist of several words, it already carries a certain character, mood, color and even the pace. In addition, the tongue-twister is one of the elements of people's creativity, its culture and history. They often have proper nouns, which attract children in the junior school, and the names of birds and animals, which make small texts informative and interesting for students. Sometimes one can come across the unfamiliar words and figures of speech in short texts, which allow students to expand their vocabulary. Most of the tongue-twisters are well known and recognizable. Reading funny lines with the children, we create a good mood, the atmosphere in class is calm, it becomes more comfortable. Such exercises help to attract students' attention, engage them, calm down hyperactive children after the break, remove the fear of reading among shy children, engaging them in the learning process insensibly. Such techniques help to increase the motivation of students to study the subject. Starting the lesson with a joke, charging it with positive energy and good mood will make a great deal for us.

So first of all we start the lesson with pronunciation work. Once you decide which sounds you will practice today, choose the tongue-twister. The challenge is to be sure that students have learned to pronounce sounds correctly, and then the words of the tongue-twisters at a certain pace. For this purpose, it is necessary to listen and repeat it several times. Someone will do it with pleasure, and to some of the children it may seem not very fun. Our job is to make sure that this process is not boring for students, especially for the children of primary school. Modern technologies and old proven methods will help us to turn this process into a fascinating game.

First and foremost, you must create a visual image for tongue-twisters, pick up a bright image corresponding to the content. Here you can talk about the feasibility of using presentations in the classroom, which allow you to

make good preparations for the lesson with pictures, audio and videos. Illustrations are important for this work; children memorize new vocabulary easier with them. Properly-chosen pictures affect the emotional side of perception, making the task brighter and more attractive. This helps to sustain interest for the lesson and concentration of attention.

Introducing a new tongue-twister you can discuss its translation with the students. Although meaningful translation of the tongue twisters is not always possible, because most of them do not simply have a clear meaning, it is desirable to do this work, as the result brings smile and even laughter, which positively affects the attitude of students and evokes the desire to repeat the text. If translation is impossible, it is enough to explain the words so that the students could catch the general meaning. When translating the phrase, they can bear on the illustration presented by the teacher. You can also diversify the assignment by offering the students a choice of several translations to find the correct one.

Secondly, you should pay attention to the sounds that this patten works through and practice their pronunciation. You should write a sound, which we pay attention to, on the board with the transcription.

Thirdly, listening to the patten for the first time, it is necessary to be sure that all the students have heard and understood how to pronounce words correctly. Listen two or three times, paying attention to the underlined sounds. After a few students read the tongue-twister, and all mistakes are corrected, you need to offer the children practice the proper reading in pairs. The pair work plays a positive role at this stage. If you offer children the competition in reading tongue twisters in couples, children will receive an additional incentive to work. You can complicate the task, suggesting pupils to read the tongue-twister as a sad man or a gay person. In the process of pair work, the teacher should listen to the students and correct their mistakes.

If you make cards of the same size with the tongue twisters, children will have the opportunity to «play» this game during the break, choosing from a deck of cards and reading a tongue-twister. A great number of pupils read the tongue twisters to each other with enthusiasm during the break, trying to read faster and better. This work contributes to the consolidation of independent work skills on a task, which lacks our students so much today.

Practicing plosive sounds you can use such tongue twisters «A big black bear sat on a big black bug», «Clowns grow glowing crowns», «No need to light a night light on a light night like tonight».

Labial sounds – «Why do you cry, Willy? Why do you cry? Why, Willy? Why, Willy? Why, Willy? Why?», «William always wears a very warm white vest in winter».

Odontial sounds – «Flies fly but a fly flies», «Very well, very well, very well... However, however, however...».

Tongue-twisters, such as «Roberta ran rings around the Roman ruins» and «Red lorry, yellow lorry» use the sounds [r, ʃ, l, p, k, n, m]. When working out the sounds [s, θ, ʒ, ʒ, z] use the tongue-twisters «She sells sea

shells on the sea shore; The shells that she sells are sea shells I'm sure. So if she sells sea shells on the sea shore, I'm sure that the shells are sea shore shells», «Silly sheep weep and sleep,» and others [3].

Some tongue twisters are very short and consist of only a few words, others on the contrary, represent the quatrains or even the whole of a short poem.

Can you can a can as a canner can can a can?

I have got a date at a quarter to eight; I'll see you at the gate, so don't be late

You know New York, you need New York, you know you need unique New York

So, this is the sushi chef

Four fine fresh fish for you

Wayne went to wales to watch walruses [4]

Six sticky skeletons

Which witch is which?

Eleven benevolent elephants

Two tried and true tridents

Rolling red wagons

Black back bat

Which wristwatches are Swiss wristwatches?

Fred fed Ted bread, and Ted fed Fred bread

I slit the sheet, the sheet I slit, and on the slitted sheet I sit

Lesser leather never weathered wetter weather better [2].

Devoting only a few minutes at the beginning of the lesson to reading tongue- twisters, we solve several problems at once: work at pronunciation, immerse pupils into the world of English language, dispose them to active work at the lesson. At each stage of learning, working with this material, we pursue certain goals. The use of tongue twisters at the initial stage of learning a foreign language helps to form the students' pronunciation skills. In high school, working with tongue twisters contributes to the maintenance and improvement of students' pronunciation skills and at the same time encourages their speech activity.

We can conclude that it is appropriate to use tongue twisters during the foreign language lessons regularly and consistently, as this work contributes to a better students' language acquisition, increases motivation for language learning, makes the learning process more emotional and effective.

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