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У статті розглядається питання підготовки до здоров'язберігаючої освіти, яка не є окремим предметом у словацькій освіті, її зміст реалізований у змістовному та стандартному виконанні кількох предметів на початковому рівні. У першому та другому класах початкової школи така освіта найбільше реалізується у курсі фізичної та спортивної освіти, у третьому та четвертому класах з предмету фізичної культури та спорту. Її зміст реалізовано також у наскрізній темі захисту життя та здоров'я. Відповідно ведеться підготовка фахівців для початкової освіти на педагогічному факультеті Прешовського університету в Прешові. Представлено результати анкетування, яке спрямоване на виявлення ставлення вчителів початкової освіти до здоров'язберігаючої освіти стосовно її викладання у початковій школі та зовності учнів до її впровадження у початковій школі. В анкетуванні взяли участь 29 студентів заочної форми навчання та 30 штатних вчителів початкової освіти. Зроблено висновок, що здоров'язберігаюча освіта є невід'ємною частиною змістового стандарту початкової і дошкільної освіти, яку варто реалізувати в контексті вибіркових дисциплін.

Ключові слова: здоров'язберігаюча освіта, студенти, майбутні вчителі початкової школи, анкетування.

The paper deals with the problem of education to health which is not taught as a separate subject in the Slovak education system. Its individual topics are included in the curriculum of several different subjects at the level of primary education. In the 1st and the 2nd years of school attendance it is a part of the Essentials of civics and natural sciences and the Physical and sport education. In the 3rd and the 4th years it is included in the Natural science and the Physical and sport education. In addition, education to health is also taught within the Protection of life and health. The paper discusses the issues of education to health in relation to teacher training for primary education at the Pedagogical Faculty of Prešov University in Prešov. Furthermore, it presents the results of a questionnaire-based survey which was aimed at the mapping of views of future teachers of the role of education to health at primary schools and their ability to implement it in educational process. The survey was directed at the undergraduates attending the teacher training program designed for primary education. Our questionnaire includes five items. It was completed by 30 part-time and 31 full-time students of the teacher training program designed for primary education. The survey results, presented in the form of tables and diagrams, indicate that the respondents consider the education to health to be an integral part of education at primary schools even though 50 % of them are of the view that it should not have the status of a separate subject at primary schools.

Key words: education to health, teacher training for primary schools, questionnaire-based survey

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TEACHING LEXICAL MATERIAL DURING FOREIGN LANGUAGE CLASSES

The article reveals the problem of learning lexical material, and the ways that would most effectively facilitate the acquisition and preservation of lexical units in the memory of students over time and create potential opportunities to use the necessary lexical units in accordance with the language task. The conditions of formation of lexical skills during the development of new lexical material are described. The issue of semantization ways is revealed.

Key words: vocabulary training, lexical units, lexical skills.

The problem formulation. One of the main problems of learning a foreign language is mastering its vocabulary and forming a lexical stock, as the main basic material of foreign communication, through which its content side is created and perceived. Difficulties in solving of this problem are connected with badly-developed technology of management the vocabulary learning process and the accumulation of lexical material. Observing the student learning and testing process, one can see that the level of vocabulary mastery remains low and does not always meet the requirements of the program. The complexity of the problem of learning a foreign vocabulary is that the vocabulary of the language is quite diverse and therefore it is difficult to distinguish the features of mastering all vocabulary and to turn them in favor of the method of its study.

Analysis of recent research and publications. The problem of teaching lexical material has been highlighted by many scholars. The

results of the analysis of educational and methodical literature show that B. Belyaev, N. Gez, P. Gurvich, G. Rogova, L. Yakushina, I. Bogdanova, and Y. Burlakov were engaged in this issue; L. Voronina, V. Korostelov, S. Kuklin, B. Lapidus, I. Berman, E. Solovtsova, and others. However, along with positive experience in solving of this issue, there is a need for further research in this area, since this issue remains relevant today.

Goal setting is to identify the features of teaching the lexical aspect of foreign language and to find the learning tools that would most effectively facilitate the acquisition and memorizing of lexical material by students over time and create potential opportunities for using necessary lexical units according to the language task

Results of investigation. Modern society is characterized by a number of features which are globalization and expanding international contacts in various fields. For effective intercultural communication social development undoubtedly requires a perfect mastery of a foreign

language. The requirements for students are growing especially because it is evidence of their professional competence.

Firstly learning any foreign language is foremost a mastery of a certain stock of words in that language. Vocabulary is a verbal material that students need to learn to operate easily and quickly in the process of communicating in a foreign language. The acquisition of lexical material is one of the most important goals of a foreign language course. Its achievement has an impact on the development of oral and written communication in foreign languages. The acquisition of vocabulary is a necessary prerequisite for the formation of linguistic activity. This determines its important place in every foreign language lesson.

However, the process of lexical material accumulating is quite complicated. One of the reasons is boundlessness of language, that is, the inexhaustible variety of lexical material. Lexical units are complex entities that according to I. Berman have following peculiarities:

- the word form should, first of all, be understood by its audible sound cover. During vocabulary training the features of pronunciation and writing of lexical units should be taken into account;
- the meaningful side of the word is formed by its meaning;
- the use of a word is related to its grammatical design, and it forms different word forms;
- in addition to their own "internal" properties, the word has specific "external" properties - the ability to combine with other words, as a result – new phrases are formed [2].

Understanding the concept – lexical unit and its peculiarities, it is obvious that words and phrases should not be learned in isolation, but in unity of three aspects – vocabulary, grammar and phonetics, that is, not only to remember their meaning and form, but also learn to use them in phrases, sentences. Therefore, the problem of mastering the vocabulary of a foreign language is related to the formation of lexical skills. This term means «the ability to perform, automatically and relatively independently, a series of actions and operations related to the recall of a word from long-term memory, conjunction with other lexical units» [3].

The formation of lexical skills is a very important aspect of foreign language learning so it is interesting to consider the stages of their formation proposed by E.Pasov:

1. The perception of the word in the process of its functioning, creating an audio image of the word.
2. Awareness of the meaning of the word.
3. Simulation of words in isolation or in the context of a sentence.
4. A designation for the self-naming of objects that defines a word.
5. Combination (word joins).
6. Use in different contexts [6].

Given that the first stages of vocabulary formation are related to the process of perceiving, understanding, and memorizing lexical units, we consider it necessary to consider the problem of memorizing new words. Mastering a foreign vocabulary can be imagined as a certain sequence of actions on the perception of lexical units, familiarization with their semantic side, their comprehension, memorization, as well as acquisition of skills of use and recognition of lexical units in speech.

There is active and passive vocabulary. The active vocabulary is relatively limited. It is formed as a result of thorough processing of the material and is used in utterances and in writing. The passive vocabulary is much wider and is based on the process of reading and listening to someone else. These two categories of lexical material are constantly changing, in particular, expanding as the experience of the person is enriched. In foreign language learning, each of them requires special attention and is formed throughout the whole period of study.

At the beginning of work on particular lexical material, one should consider its purpose - replenishment of active or passive stock, as well as its category – full or structurally – official words. According to it the sequence of its assimilation is determined.

The new vocabulary units' presentation stage plays a significant role in vocabulary learning. All further work on vocabulary depends on the effectiveness of this stage. The teacher's task is to choose the most effective way of presentation according to the level of study, the level of students' knowledge, qualitative characteristics of the word – its belonging to the active or passive minimum. The process of

familiarization with new lexical units begins, as a rule, with semantization, that is, the disclosure of new lexical units meaning. The variety of different methods of semantization and primary memorising allows you to choose a technique that meets the goals and objectives of this lesson. Semantization methods are divided into two groups: translated and untranslatable.

Translated ways of revealing the meanings of foreign-language lexical units include:

- single-word translation (English: computer – комп'ютер, chair – стілець, window – вікно);
- verbose translation (English: go – іхати, йти, летіти, пливти)
- verbose translation (English :);
- non-phrase translation (this method is used in intensive methods);
- interpreting the meaning or explanation of lexical units in their own language (English: big – означає величину, розмір; tall – високий (про людей) high – високий (про предмети);
- definition / definition (English: watch - годинник, який носять на руці або в кишені).

The non-transferable means of revealing the meanings of foreign-language lexical units include:

- visual semantization – demonstration of objects, drawings, slides, paintings, gestures, movements, etc. ;
- language semantization: – using context, illustrative sentence/ sentences (English: The basket weighs 5 pounds); - Comparison of one lexical unit with other known foreign language words - using antonyms and occasionally synonyms (English: cold – warm, quick – slow); – definition – a description of the meaning of a new word using already known words (English: a teenager - a person from 13 to 19 years of age); – interpreting the meaning of lexical units in a foreign language (English: sir – a respectful term of address to a man) [2].

These methods of semantization have their advantages and disadvantages. That is why all attempts to find the best way are futile. The choice of a method of semantization depends on a number of factors, first of all on the peculiarities of the word itself: its form, meaning, compatibility, coincidence or inconsistency with the words of the mother tongue.

Learning vocabulary is a long process. The new lexical unit must "mature" in the student's mind and gradually "merge" with his thinking. This is because every word in speech has a specific lexical field. It has the potential to enter into a phrase not with any words but with certain words. Methodologically justified is the assimilation of those phrases that are distinguished by one specific function in the sentence.

Using situational tasks and role plays is very effective for mastering lexical material. The lexical games focus the students' attention on lexical material and are aimed to help them acquire and expand vocabulary, illustrate and refine the use of words in communication situations. They may be related to the students' future professional activity. Such tasks will help them to solve future communication problems. For example, for students, these can be situational tasks and games that involve opening a bank account, taking out a loan, signing a contract and so on.

Lexically oriented exercises in the form of game help to develop students' attention, their cognitive interest, and help to create a favorable psychological climate in the lesson.

Students need to learn how to use new words freely, without internal translation, adapting to changing linguistic situations. Before completing situational tasks, you should repeat learned vocabulary, paying attention to words that are difficult to read and pronounce.

The teacher should constantly add new words to the previously learned ones, thus expanding the number of communicative situations. Supporting cards and computer presentations should be used to organize such work. Lexical tasks can be designed in the form of crossword puzzles and other creative forms of puzzles. Doing these types of work students remember and learn to use a large number of lexical units actively in speech.

Conclusions and further research perspectives. Thus, the peculiarities of teaching lexical material during foreign language classes are that it is necessary to stage the lexical skills formation step-by-step,

stimulating both the process of memorizing new lexical units and the process of their implementation in the speech activity. Foreign language vocabulary is a vocabulary, the spoken minimum that students must operate at educational establishment. The task of the teacher is to convey to the students, learn and secure as many lexical units as possible so that

they were able to use them in the further practice of communication. The effective lexical skills formation requires following next principles: use of all sensory and memory capabilities; regular study and repetition of new vocabulary, taking into account other words; the use of vocabulary in speech.

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В статье раскрывается проблема обучения лексического материала и способы, которые бы эффективно способствовали усвоению и сохранению лексических единиц в памяти студентов в течение долгого времени и создавали потенциальные возможности для использования необходимых лексических единиц соответственно языковой задаче. Описаны условия формирования лексических навыков при обработке нового лексического материала. Раскрыта сущность способов семантизации.

Ключевые слова: обучение лексики, лексические единицы, лексические навыки.

Однією з провідних проблем навчання іноземної мови є оволодіння словниковим запасом та формування лексичного запасу, як основного матеріалу іноземної мови, за допомогою якого створюється та сприймається її змістова сторона. Складність проблеми засвоєння іноземної лексики полягає в тому, що словниковий запас мови досить різноманітний, і тому важко виділити особливості оволодіння всією лексикою та повернути їх на користь методу її вивчення. Мета статті - виявити особливості вивчення лексичного аспекту іноземної мови та знайти засоби навчання, які б найбільш ефективно сприяли засвоєнню та запам'ятовуванню студентами лексичного матеріалу в часі та створювали потенційні можливості для називання необхідних лексичних одиниць відповідно до мовного завдання. Оволодіння лексикою - необхідна передумова формування мовної діяльності. Це визначає її важливе місце на кожному занятті іноземної мови. Однак процес накопичення лексичного матеріалу досить складний. Однією з причин цього є безмежність мови, тобто невичерпна різноманітність лексичного матеріалу. Працюючи над певним лексичним матеріалом, слід враховувати його мету - поповнення активного чи пасивного запасу, а також його категорію - повні чи структурно - офіційні слова. Відповідно до цього визначається послідовність їх засвоєння. Етап презентації нових одиниць словникового запасу відіграє значну роль у навчанні лексики. Вся подальша робота над словниковим запасом залежить від ефективності та мети цього етапу. Процес ознайомлення з новими лексичними одиницями починається, як правило, із семантизації, тобто розкриття значення нових лексичних одиниць. Використання ситуаційних завдань та рольових ігор дуже ефективно для засвоєння лексичного матеріалу.

Ключові слова: навчання лексики, лексичні одиниці, лексичні навички.

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SPOLUPRÁCA PEDAGOGICKÝCH A ODBORNÝCH ZAMESTNANCOV V SYSTÉME INKLUZÍVNEJ PODPORY ŽIAKOV

Problematika, ako vzdelávací systém ovplyvňuje životné šance žiakov je zaujímavá pre odborníkov i tvorcov vzdelávacej politiky. Účelom príspevku bolo identifikovať a porovnať procesy a opatrenia na národnej úrovni, ktoré môžeme označiť ako inkluzívne, resp. podporujúce inkluzívne vzdelávanie žiakov z marginalizovaných rómskych komunit. Autorka prezentuje výsledky prieskumu - štruktúrovaného rozhovoru s riaditeľmi základných škôl zapojených do vzdelávacieho programu Spolupráca pedagogických zamestnancov a odborných zamestnancov v systéme inkluzívnej podpory žiakov v rámci národného projektu Škola otvorená všetkým.

Ключові слова: inkluzívne vzdelávanie, pedagogickí zamestnanci, odborní zamestnanci, kontinuálne vzdelávanie, základná škola



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