"I-utterance" is not the least in relationships, it is the beginning of establishing relationships in a conflict situation.

To sum up, we can say that the use of "I-utterance" has many advantages while using "You-utterance"has some disadvantages.

The right use of "I-utterance" while speaking provides the creation of a productive dialgue, achievement of a desired result, the comfortable psychological atmosphere between interlocutors.

The optimum self-establishment plays a major role for efficient behaviour in a conflict. When realizing the reason of the conflict, his/her position in it, an individual can express his/her opinion, can have a heart-to-heart talk without pressure of the environment and during this talk each side of the conflict can express his/her discontent. This kind of behaviour will help to resolve a conflict, be on friendly terms with an opponent. After such a conflict the participants fell morally satisfied and relaxed.
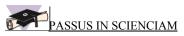
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Людмила Медяник

MULTIMEDIA TECHNOLOGIES AND SYSTEM OF INTER-ACTIVE ANSWERS "SENTEO" IN FOREIGN LANGUAGES TEACHING AT THE POLTAVA COOPERATIVE COLLEGE

Modern society is so "informed", that requires certain reforms in the sphere of education, expansion of subjects of information offered to the students. Gradually the personality-oriented system of teaching replaces the traditional one. Traditional methods are changed to innovative. Consequently, there is displacement of accents in teaching, when a situation is so that attaining of high-quality indexes without introduction in the educational process of modern multimedia technologies is impossible. We tried to use such technologies during studying of foreign languages at the Poltava cooperative college [2].

Teachers of high schools begin to use various technical means of teaching in their pedagogical activity. Among such means we can name interactive boards, so called "smart boards", multimedia projec-

tors and a personal computers. All these technical inventions together create the whole instructive complex. We cannot help paying attention upon a real "miracle of technique" a system of interactive answers "Senteo" which allows to simplify a process of evaluation of students' knowledge [1–3].

Using such means of teaching gives great opportunities as improving the level of organization of teaching process, solving the problem of access to information of various forms and contents. They promote intellectual and spiritual development of all the students, their readiness to live and work in a humane and democratic society [4–5].

One of the tasks of our investigation was to find out how effective the use of modern information technologies at the lessons of foreign language is. The number of software products was created. While passing pedagogical practice, we conducted the experiment at the Poltava Cooperative College: during the study of themes "My Family", "Sport in Our Life", "Meals", "Man and Environment", "Art", "Mass Media" in one group didactic material was given by a traditional method, in another it was done with the use of modern multimedia technologies. After our request the program tools created by the author passed approbation by the teachers of the college. When studying of the themes was over, students gave answers to the questions of the offered tests. Comparing the results of our experiment with the reviews of foreign language teachers, we can confirm, that in those groups, where presentation of material was held with the use of computer technologies such as Smart Board and "Senteo" system high-quality indexes appeared far better on 12 %.

As the experiment showed that wide introduction of the multimedia technologies in the educational process based on computer technique allows considerably multiplying productivity and efficiency of activity of both teachers and students.

Thus, the use of modern multimedia technologies in the educational process enables to enrich a curriculum by creation of computer presentations, tests contained complete information on the studied themes at the college. Work of students with the computer programs makes it possible to get profound knowledge, oriented on the search and acquisition of a new experience, cognition of computer and application of studied information in everyday life.

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Тетяна Мірошник

THEORETICAL ASPECTS OF PEDAGOGICAL CONFLICTS

There is a number of views on the essence of a conflict, its necessity, significance in people's lives, and in the life of a pedagogical collective in particular. We cannot omit the fact that based on the notion "conflict" a separate branch of science – conflictology – appeared which is a proof of increasing social and scientific significance of conflict problem in all spheres of life.

In modern education, the main accent is set on the humanistic orientation of the pedagogical process. It particularly includes the treatment to a pupil not as an object of teaching and upbringing but as a subject of communication, and it requires the development of pupils' independence, self-organization and the ability to enter into dialogue with another person. In educational practice, the presence of a strong contradiction inhibits the resolution of these problems: at one pole – humanistic principles, at the other one – technological nature of its realization. At a traditional school pupils and teachers' statuses, functions, aims and ages are opposed each other. A pupil who is constantly in the process of communication with a teacher represents an object of pedagogical influence. Quite often one can observe the absence of understanding in interactions of a pupil and a pedagogue, who leads to conflicts.

Conflicts have become one of the most complicated problems in the life of modern school. Pupils interacting with adults, peers, socio-cultural environment quite often encounter conflicts on different levels and under different circumstances. The number of conflicts in the system "teacher–pupil" is constantly growing. The lack