

These new innovations pryntsipovi provided the legal framework of a constructive solution of actual problems that it is necessary at the present stage of formation of the system of science and education in Ukraine according to European standards.

The work is submitted to the International Scientific Conference "Actual problems of science and education", Germany (Dusseldorf – Cologne), November, 2–9, 2014 came to the editorial office on 25.10.2014.

#### **CASE – TECHNOLOGY TO STUDYING HUMAN ANATOMY**

Ulyanovskaya S.A., Basova L.A.,  
Serebrennikov A.D., Shumakova A.S.,  
Smirnov P.V., Rogacheva O.D., Stepyreva A.A.  
*Medical University SSMU Russian Ministry of Health,  
Arkhangelsk, e-mail: usarambler78@rambler.ru*

The Conversion to a new educational standard requires the using of modern educational technologies and the forming of professional and general cultural competences. The Case-technology is applied in educational process at the Department of Human Anatomy during the summary sessions. It allows to check and fix the knowledge of a studied section of anatomy. The application of the Case-technology during the summary sessions on the topic of blood supply and innervations of the limb promotes to forming of students' knowledge of Anatomy and Topography. This ability helps to use them in the future professional activity of the doctor. Moreover, it allows to form an integrated approach in the study of anatomy and topography and the ability to accurately determine the location and projection vessels and nerves to the skin surface.

The Case in Anatomy for students 1–2 years includes the clinical situation, which contains five exercises with missing initial data. To resolve this exercises students need to get additional information from the medical history, instrumental studies, etc.

During the training students should repeat the previously studied material, which is directly related to the theme of the class. All students of the group should take part in the solution of the case. The lesson lasts for 100 minutes.

1. The group is divided into 2 or 3 subgroups and 3 experts (5 min.).
2. The students acquainted with recommendations to the decision of the case (2–3 min.).
3. The teacher presents the case. (5 min.)
4. Each member of the group individually studies the case. The discussion of options for individual solutions in each subgroup.

The preparation for discussion and debate (10 min. \* 5).

1. Debriefing and evaluation (10 min.).
2. Concluding remarks by the teacher (2–3 min.).

Experience of using Case-technologies in studying of Human Anatomy promotes the formation of clinical intellection of students and introduces an element of competition. It also motivates the students, gives a sense of satisfaction from their work and shows the great interest of students and a solid knowledge of the studied section.

The work is submitted to the International Scientific Conference "Modern education. Problems and solutions" THAILAND (Bangkok, Pattaya), December, 20–30, 2014, came to the editorial office on 08.12.2014.

#### **ENGLISH INTONATION AND THE RUSSIAN LEARNER**

Vishnevskaya G.M.  
*Ivanovo State University, Ivanovo*

Intonation (Lat. 'intonare' – 'to pronounce', 'произносить') is a complex of expressive phonetic qualities of speech. Intonation is very obviously suprasegmental, "...since an intonation pattern by definition extends over a whole utterance or a sizable piece of utterance" (Trask 2007: 283). Intonation is a complex phenomenon in both form and function. Intensive intonation studies began not so long ago – in the 1950 s of the XX th century, in connection with the overwhelming achievements in the field of linguistics and the accumulation of many experimental data deduced from the study of many world languages. The implementation of modern precise methods of phonetic analysis have brought about astounding results that made it possible to pronounce intonology an independent department of linguistics having its own object of research and its own methods of analysis. Intonation began to be explored from different angles: linguistic, paralinguistic, sociolinguistic, didactic, esthetic, etc. As a complex phenomenon of oral speech, it attracts much attention on the part of specialists from different spheres of knowledge: philologists, linguists, literary critics, art critics, theatrical experts, sociologists, psychologists, acoustic engineers, etc.

The study of intonation is of prime importance for the practice of teaching and learning foreign languages. When one listens to the sound flow of speech in a foreign tongue it is intonation that catches one's ear first. The concrete meaning of an utterance may not be clear but the overall prosodic pattern of speech can help the non-native speaker decode the emotional state of the speaker and his attitude towards the partner in communication. It is common knowledge already that intonation is most difficult to master in the foreign language learning process. Wrong intonation does not only betray a speaker's foreign origin and jars upon a native speaker's ear – it can convey distorted meanings resulting in a serious misunderstanding in the process of communication. In this sense, as many phoneticians point out, intonation is much more important