

Relax after work. The best way to relax is to have a walk on the way home. At home do not start preparing for the next day immediately. Spend some time on your hobby or have a rest listening to quiet music, dreaming about something pleasant.

Try to be in a good shape. Do morning exercises. Have regular meals, avoiding fast and junk food. Give up bad habits if you have any.

Be optimistic. Don't get very disappointed about the mistakes you made. Analyze them carefully and let them work for you, not against you. Don't blame yourself for your misfortunes if you did your best. Deal every situation with a sense of humour and you'll make a good teacher.

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On the Problem of Teaching the Oblique Moods Usage in Oral Speech to Students-philologists

The problem of grammatical competence is the subject of many discussions among the methodologists. It is connected, first of all, with the role which it plays in the formation of communication competence of a target language. One of the most difficult and thought provoking aspect of English grammar is the category of mood. Once J. Kantor said: "The mood, like the case is the part of grammar, where one can find a variety of approaches and confusion". This confusion primarily concerns the Oblique Moods. There are different points of view as for this problem. But many grammatists state that the Oblique Moods are independent moods, which have the following forms: the Conditional Mood, the Suppositional Mood, Subjunctive I and Subjunctive II. This theme is rather complicated for teaching students. The main difficulty is connected with miscorrelation between Ukrainian and English systems of mood. The other difficulty concerns the interruption in the formation of grammatical skills of using the Oblique Moods in students' oral speech.

The practice shows that a great number of students, which studied and used Oblique Moods in oral speech during the second year of study, didn't use this phenomenon afterwards. This can be explained by the fact that many teachers don't pay attention to the psychological nature of grammatical skills. The matter is that the skills formation is acquired in the course of uninterrupted process. It means that students should learn some aspects of the Oblique Moods during their studying at school (it's presupposed by the Curriculum). At the same time the Curriculum for English Language Development in Universities and Institutes doesn't mention the studying of this grammatical category during the first year of study. All forms of the Oblique Moods should be studied in details during

the second year of study. The third year students should use the Oblique Moods for different communication aims. Thus, the interruption of formation of grammatical competence isn't rational and correct.

So, while teaching the Oblique Moods one should take into consideration the following:

1) The process of the formation of grammatical skills of using the Oblique Moods in students' oral speech causes a great linguistic difficulty which is connected with miscorrelation between Ukrainian and English systems of moods.

2) The process of the formation of grammatical skills of using the Oblique Moods in students-philologists' oral speech should include the first, the second and the third year of study.

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Translation in Foreign Language Teaching

Conscious approach to foreign language teaching implies the wide use of translation. Translation is the transmission of a thought expressed in one language by means of another language. In this way translation ensures comprehension between people speaking different languages. In order to transmit a thought from one language into another, one must understand this thought in the language from which one is to translate it and find equivalents to express it in the other language.

Translation (both as a process and as its product) is manifest in various aspects of our modern life. Hypothetically, we may claim that translation has outgrown the constraints of general linguistics, literature, and literary criticism has established its solid presence in a more abstract and encompassing sphere of human communications. It is hardly rewarding to limit the problem of translation to the realm of the written text only. However, any text provides a different culture.

Thus, a translator is an active agent, a judge, and a decision-maker, who continuously has to overcome the potential impediments of text untranslatability.

Translation is a complicated process; it requires the ability to think in both languages. We may like the text in translation to a crossroad where two cultures meet to negotiate and compromise. Translators should emerge as skilful and open-minded intermediaries to assist in this mega-communication.

This prompts the idea that, as a result of translation, the target culture text develops a nature of its own. The translation ceases to be an "imitation" of the original, but rather becomes its extension, its integral part, and its reflection in a different culture at a given moment. Thus, the translated text