

Healthy Lifestyle of Central Ukrainian National Technical University.

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ADVANCING DIGITAL TECHNOLOGIES AS A LEARNING TOOL OF LANGUAGE TEACHING

Formulation and justification of the relevance of the problem. Language is the most important means of communication, the existence and development of human society is impossible without it. The current changes in social relations, communication means (the use of new information technologies) require increasing the communicative competence of students, improving their philological preparation. In order they could exchange their thoughts in different situations in the process of interaction with other communicators, using the system of language and speech norms and choosing communicative behavior adequate to the authentic situation of communication. In other words, the main purpose of a foreign language is to form a communicative competence, that is, the ability to carry out interpersonal and intercultural communication between a foreigner to one and native speakers. Educational aspect is an integral part of the educational process. Modern educational technologies that are used to form the communicative competence of a schoolchild in learning another language are the most productive for creating an educational environment that provides a person-oriented interaction of all participants in the educational process.

Analysis of the recent researches and publications. Problems devoted to introducing of new technologies in the teaching and learning process of foreign language are the issues of the research of many foreign researchers as G. Dudeney and N. Hockly, J. Harmer. G. Dudeney emphasizes that a layout which has computers at desks around the walls, facing the walls, with a large table in the center of the room, allows the teacher to walk around and easily see what the learners are working on and what they're looking at on the computer screens (monitors). The central area provides and easily accessible space where learners can go when they don't need the

computers, and for when they might want to do some communicative group work [4, p.13-14].

Speaking about language laboratories, J. Harmer stresses the role of innovation overuse that makes teaching and learning too machine-based. This allows teachers and students to listen, word process, watch video clips or other presentation programs. Teachers can have students work individually, individually with the teacher, in small groups or in lockstep where the whole class working with the same material at the same time. The great advantage is that users no longer have to worry about alphabetical order. They can find what they want just by typing in a word or phrase. Modern portable electronic dictionaries are now much more impressive than the originals since they have bigger windows, better navigation systems, and often two or more dictionaries bundled into the same device [6, p. 256-257].

It should be noted that, as language teachers we should make our classroom microcosms of life [2, p. 36], with real relationships and purposeful use of language. All our techniques and technologies should be directed toward achieving this goal. So, it's upon a teacher how effective their ways of teaching might be in order to help students use the language we teach in their real life. We must keep in mind some very important things how to turn all the activities into interactive and really communicative.

The first thing to be mentioned is that education process is based on interactive language teaching. Students are no longer the objects to be installed and filled with different sorts of information. They should participate in the education process together with the teacher, not only acquire knowledge presented by the teacher, but they should also get it themselves from a deep well of knowledge and understanding using all possible techniques and technologies. So, in today's modern world, technology has an ever-

changing effect on many things – and this includes English language learning and teaching. Technology has gained a more prominent place in classrooms in recent times and is of particular use to modern teachers.

The purpose of the article is to highlight the principal concepts of using effective technologies of learning English. Throughout the work we mention the importance of correct application of information communication technologies in teaching a foreign language and various factors which accompany that process and from which much depends.

The main material of the study. Information technologies are the catalysts of the social progress. Their use in the sphere of education allows not just collecting, saving, processing, presenting and circulating of all information types but also contains vast opportunities for person-oriented education, promotes the selection of content, individualization, management programming of learning process, cognitive work of every student [1, p. 132]. Learning second language is a process as complex as second language teaching: various factors contribute to and combine together in order to achieve the success of this endeavour. To result in a favourable outcome, teachers have to devote a lot of time and effort to determine the most satisfactory, suitable and effective methods of teaching. Not only everyday reality is affected by the new technology, but also the development of language skills started to depend on it. As the number of English learners is ever increasing, fortunately, more and more modern tools and technology devices are implemented into the process of teaching. Currently, teachers tend to use tools such as videos, podcasts, worksheet banks, e-learning platforms, applications, and websites, accessible through electronic devices such as personal computers, or smart phones. These inventions facilitate classroom environment and diversify learning activities.

It is quite obvious that, a wide range of multimedia can be implemented to enhance the quality of education and boost the effectiveness of second language teaching. The boredom and the routine of using only a course book and repeatedly drilling the same types of exercises can be easily avoided.

In world language classes, a wide variety of technology tools can be used to give students practice with speaking, listening, reading, and writing in the target language. These are some of the tools which are used regularly with many students.

TECH TOOLS FOR THE WORLD LANGUAGE CLASSROOM

1. *Move beyond vocabulary with Quizlet:* Language teachers typically create Quizlet study sets with key words in the

target language and matching meanings in English. Quizlet also offers vocabulary games in which students match words with corresponding pictures. Consider trying something new: Create a study set for your students in which you incorporate maps to teach geography. This will allow you to pinpoint cities or countries in which the target language is spoken.

Teachers can also create a study set featuring key questions in the target language, such as: What is your name? Where are you from? What do you like to do in your free time? Provide sample answers, also in the target language, and have students match the answers to the correct question. This serves as great practice for novice learners, and you can do this without using any English. To move beyond independent practice, click “Live” on your study set and you’re ready to start a friendly competition in which students work in teams to match the words or ques.

2. *Incorporate listening and drawing activities with Pear Deck:* Pear Deck is the perfect way to make your Google Slides interactive. Try using the Pear Deck Chrome extension for listening and drawing activities: Add a Pear Deck interactive “Drawing” slide and read a description aloud.

While reading off descriptions, students draw what they hear. Once their drawings are complete, you can ask them to restate what they drew aloud. You can also ask them to write about what they drew. Students are enthused when they see all of their drawings on the board—each student’s drawing is different and has its own style, even though everyone heard the same description.

3. *Create a digital pen pal program via videos with Flipgrid:* Flipgrid is a fun way to create videos. Rather than writing letters or emails to a pen pal, students can post videos of themselves speaking in the target language. Partner up with another class at the same level in a neighboring school by reaching out to world language teachers in local districts. Students can create videos, view their classmates’ or pen pals’ videos, and respond to one another with comments using Flipgrid.

You could instead partner with a school abroad where students speak the target language and introduce them to this tool, setting up an authentic digital pen pal program. You can use social media to find a partner school: If you use Facebook, try searching for professional language teaching groups. On Twitter, there are countless language educators around the world—try searching the hashtags #LangChat, #MFLTwitterati, or #FLTeach to find them. Or go the traditional route and network with your fellow language teaching colleagues—they may be able to help you contact a teacher abroad.

4. *Bring music and song competitions to your class with Lyrics Training:* One of students’

favorite tools for extra practice in the target language is Lyrics Training, which allows them to view a music video and type out the lyrics according to what they hear. With Lyrics Training, you can host a competition to see who can fill out the lyrics at the quickest pace. In the process, students learn the words to their favorite songs in the target language.

There are music videos available in a variety of languages, and students can compete against other users. This is sure to get all of your students singing and engaged.

5. *Host an online discussion via Padlet*: Padlet allows students to view a prompt and respond on an online discussion board. If you want to engage students in a digital discussion rather than an oral one, you can have them respond with text, images, videos, or links. This can be a great tool for pre- or post-reading discussions in the target language, as well as for warm-up activities or exit tickets.

As students answer, their responses populate the online discussion board, so they can see their classmates' responses. They can express whether they agree or disagree as an extension activity.

6. *Lead a virtual field trip with Google Tour Creator*: For world language classes, there's no better way to take students on a virtual field trip to the target country than with Google Tour Creator, which allows teachers to create an exciting experience for students that will immerse them in the target language and culture.

Google Tour Creator allows you to select a city and its featured landmarks or sites. Students are able to see 360-degree views of these places and read or listen to audio narration of the history behind the featured sites. This tool exposes students to the language and culture, and may inspire them to travel and use the target language in a real-life, authentic context.

Technology is always changing and evolving—our activities should too. If you have tech tools that you already love, consider using them in different ways. As language teachers, we need to constantly design new experiences to empower our students to use the languages they're learning.

What is more, students are familiar with the way of collecting useful information and materials, as nowadays, the majority of them uses such devices as smart phones, personal computers, and tablet computers at home. Moreover, students are more eager to learn and they can stay focused longer during the classes, because the variety of materials available prevents students from the feeling of monotony and boredom. What is more, their sphere of interest broadens as a result of being exposed to different fields and aspects of living. Their learning process becomes more efficient and self-directed. By browsing the Internet at home, students develop their own pace

of language learning and use supplemental teaching platforms which help them to revise and consolidate their knowledge.

Last but not least, modern technology in the classroom allows students to develop abilities needed in their future workplaces. They acquire practical skills such as research and critical thinking which are essential in the 21st century.

Conclusions and prospects for further researches of direction. The media along with the emerging technology can be an excellent tool to teach a foreign language. The usage of such devices does not reject traditional methods or undermine their importance, but rather supports and completes the whole process of teaching and learning by offering alternative forms of spreading the knowledge and putting it into practice. With the help of activities involving multimedia, the classroom becomes more dynamic and interesting place which makes learning more efficient and pleasant. However, the implementation of such exercises depends on the presence of electronic devices in the classroom.

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ВІДОМОСТІ ПРО АВТОРА

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ІННОВАЦІЙНІ ТЕХНОЛОГІЇ ВИВЧЕННЯ МУЗИЧНО-ТЕОРЕТИЧНИХ ДИСЦИПЛІН

Постановка та обґрунтування актуальності проблеми. Вирішення питання щодо підвищення якості навчального процесу в вищій школі безпосередньо пов'язане з проблемою формування дослідно-пізнавальної та експериментальної активності студентів, яка є складовою мотиваційного, когнітивного, креативно-рефлексивного компонентів професійного становлення та однією з головних умов розумового розвитку, тому що інтелектуальна сфера успішно розвивається лише за умов присутності та розвитку пізнавальних потреб.

Традиційна система освіти недостатньо орієнтована на індивідуальність студентів, тому необхідний пошук нових систем та технологій, форм та методів. Педагогічні сучасні технології передбачають новий підхід до навчання, виховання та формування особистості студента. Без відповідного рівня пізнавальної активності в навчально-виховному процесі не можливе належне засвоєння студентами знань, умінь та навичок, тому проблема стимулювання пізнавальної, дослідницької, експериментальної активності та самостійності під час навчання не втрачає своєї актуальності, а її розв'язання стає можливим за умови наукової розробки й застосування педагогічних інноваційних технологій у вищій школі, як під час аудиторних занять, так і в позааудиторний час.

Аналіз останніх досліджень і публікацій.

Окремі аспекти використання методу художньо-творчого проекту на заняттях з різних дисциплін, зокрема музичного мистецтва, у своїх дослідженнях розглядали О. Горбенко, Л. Козак, Л. Масол, О. Олексюк, Г. Падалка, Н. Пахомова, О. Пехота, О. Тягло, О. Щолокова, О. Фролов, В. Цимбал та інші [1; 2; 3; 4; 6; 7; 8].

Мета статті полягає в обґрунтуванні методики підготовки художньо-творчого проекту в процесі вивчення музично-теоретичних дисциплін.

Виклад основного матеріалу дослідження. У сучасному освітньому просторі набули широкого використання ідеї проектного навчання. Проектна діяльність сприяє розвитку дослідницько-пізнавальної, експериментальної активності студентів, формує вміння самостійно набувати нові знання та поєднувати їх в єдину систему, організація пізнавальних процесів тощо.

Проект – це поєднання теорії та практики, постановка певного розумового завдання і практичне його виконання. Освітні проекти спрямовані на оволодіння різними способами творчої, дослідницької, експериментальної діяльності, духовне та професійне становлення особистості через активні дії й створення суб'єктом власної стратегії навчання.

Слово «проект» європейськими мовами було запозичене з латині й означає «той, що висувається вперед». Згодом проект починають розглядати як ідею, за якою суб'єкт може і має право розпоряджатися власними думками. Метод проектів (від грецької – «шлях дослідження») – це система навчання, у процесі якої студенти здобувають знання шляхом планування і виконання практичних завдань (проектів), які поступово ускладнюються [4, с. 146].

За діяльністю, яка є домінуючою у проекті, проекти бувають: дослідницькі, творчі, ігрові, інформаційні, телекомунікаційні, практико-орієнтовані (навчально-методичні), художньо-творчі.

Таким чином, проектна технологія є однією з інноваційних технологій навчання і