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ELECTRONIC MEANS FOR TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

Summary. *The article focuses on organizational and methodological approaches to the use of electronic means when training foreign students; mastering the elements of innovative learning technologies by future specialists and the ability to implement them in the educational process; improving skills and abilities to solve problem situations.*

Key words: *information and communication technologies, independent homework, media presentation, media library, computer presentation, interpretation.*

Electronic teaching means are an important part in the educational process of the university system for training qualified foreign students at the preparatory department. Modern foreign students are involved in the information society.

The purpose of using electronic means is to expand opportunities for foreign students in order to test their knowledge of a subject, information and communication technology (ICT), to deep and generalize knowledge gained by students when studying a subject, develop independent critical thinking skills that meet modern science.

Mastering the elements of innovative learning technologies by future specialists and the ability to implement them in the educational process; forming professional qualities of personality allow to master the skill of organizing the educational process in an educational institution, to achieve a high-level self-organization of professional and pedagogical activity, to diagnose the level of their own knowledge, skills, and abilities in subjects, to organize creative intellectual activity.

Computer technology and mastering the basic terminological apparatus allows the teacher to provide relevant information, perform bibliographic search, have the skills to work with bibliographic sources, clarity, psychological mechanisms, interpretation of various tasks.

H. Tokman, in particular, notes that “a teacher shall use the materials of the media library systematically and economically, not overburdening students with computer equipment, and using it as an aid in the dialogue” [5, p. 292]. Information and communication technologies involve the cooperation “a student – a teacher”, which enables to present information, motivates learning, contributes to the quality of learning. During classes, you should create all the necessary conditions for the practical implementation of knowledge, skills and abilities of students.

Homework makes it possible to deepen and generalize the knowledge gained by students in the subject. Independent homework is offered to students for the best memorization of certain concepts, allocation of the semantic centers, an independent statement; to obtain solid knowledge, pass the exam in the subject successfully. Independent work stimulates various principles of students’ activity (self-study, research, perception, analysis, emergence of individual features, efficiency, etc.). Improving tasks, diversifying forms, methods, techniques of learning strengthen, develop and encourage self-assessment, problematic issue, exploratory interpretation, logical thinking, own opinion.

We represent the following scheme of the offered task:

1. Watch an online feature film on your favorite topic, write a short review of it, pay attention to the language of the characters (dialogue and monologue);
2. Rewrite literally the most important for yourself (advantages and disadvantages shall be combined): pay attention to the dialogue scenes, the voice-over of the author, behavior of the characters, the musical design of the film;
3. Choose illustrative material, your own examples of the topic, term in order to determine the quality of knowledge.
4. Make tests on the studied topics (tables, diagrams, drawings, footage).
5. Make a film dictionary (blockbuster, soundtrack, animatronics).
6. As a result – testing under the paper.

A frame is one of the slide's objects. Creating slides, their demonstration contributes to a new understanding, assimilation, realization, transmission of information through the essence of the image. The variety of films is impressive in its volume, so the teacher shall decide on the subject, watch the video clips that will be useful when teaching a foreign language. By their own example, the teacher shall convey to students and provide information about movie as a genre of cinema, means of expression in cinema, the artistic components of a movie, namely the integration of arts. Turning to universal concepts such as moods, thoughts, dreams, associations, impressions, feelings, experiences, memories, reflections, a flow of thoughts, we can identify the main content of the work, plot, composition, artistic time, space and style, turn to the analysis of the main character, single out the past, present, future, real, imaginary, conscious or unconscious, desirable – imaginary.

Computer presentation as one of the types of information demonstration, a kind of creative task, can be offered by the teacher during practical classes and have the recommended nature of visual perception.

Independent homework can include: oral and written assignments, topics of report, a list of poems to be learnt by heart, terminological dictionaries, testing, media presentations, etc. Its regular implementation makes it possible to intensify the activities of students in all aspects of learning a foreign language, and discussion of the results and analysis of errors reduces the probability of their recurrence. It shall be borne in mind that independent homework always causes difficulties for foreign students, so the teacher shall be a mentor, an initiator of interest, a leader of educational activities.

Mastering foreign language and speech by foreign students forms personal language and literary competencies. Language is considered not only as a means of communication but also as a sphere where linguistic phenomena unfold acquiring various organized forms. Dialogue and communication are considered to be the basic concepts of human life, information exchange in technically equipped systems, intellectual processes, in relations between people, in finding the Self in the Other [2, p.512]. Analyzing and discussing video materials, video clips, we determine the communicative competencies of students "... to present the process of language mastering as the realization of a living foreign language reality..." [4, p. 38].

The speech culture of foreign students of the preparatory department is endowed with a poor, primitive vocabulary. Mastering a foreign language is a complex learning process due to the lack of time. There exist and are offered many methods, modern technologies for learning a foreign language. M. Hotskina, T. Hryshyna, N. Yelukhina, S. Zolotnytska, V. Satinova, L. Sokhan and others addressed the problem of language personality development, peculiarities of oral speech, ability to listen and understand. Thus, as Halyna Tokman notes, understanding the problem of oral speech development "mastering the speech and its mechanisms is directly interrelated with the spiritual formation of an individual, the enrichment of their inner world" [5, p. 219]

The teacher shall create appropriate conditions for the achievement and organic development, effective communication, speech behavior in the society. At the preparatory department for a short period of study (9 months), the attention is mostly and traditionally paid to the study and enrichment of foreign citizens' vocabulary. As L. Matsko notes, "not just the sum of knowledge about the language, but the language itself in its harmonious live sound, lexical and phraseological richness, totality and sophistication of grammatical forms and constructions, stylistic diversity shall prevail in school and higher education" [3, p.6].

Students of the preparatory department master the method of reading gradually at the initial stage of learning, starting with learning the alphabet. Problem of learning the pronunciation of letters, sounds is one of the main problematic issues in the methodology of teaching a foreign language. The purpose of the teacher is the ability to use their knowledge in the communication process creatively. Particular attention to achieving results and success in learning depends on creating special conditions for the ability and development of skills to express their opinions and dialogue.

To deepen students' knowledge is one of the tasks that the teacher shall implement at the general and structural, linguistic and stylistic, and phonetic levels. Phonics as an important aspect of the literary style today, given the narrow existence of the Ukrainian language, is gaining special importance. The main problem, in which foreigners are immersed, is phonic deafness. For foreigners, the need for communication seems to be one of the main ones.

To achieve the result, a teacher shall use various forms of classes (lesson-dispute, lesson-conversation, lesson-dialogue). For example, "**lesson-dialogue**" is a form of the lesson, which involves listening to audio recordings with the samples of dialogues.

Task 1.

- a) Make and act out a dialogue with a friend in the classroom (5-7 lines) on one of the following topics:
– "Meeting with a teacher"

- “Meeting with a friend”
- “At the station”
- “At the theater”
- “Thank for the help”
- “At the chemist’s”
- “At the store”
- “At the library”

b) Make a dialogue on the topic:

- “Summer holidays”
- “Favorite animal”
- “My hobby”
- “Sport”
- “Congratulation on a birthday”

For communication we recommend to use words of politeness and greetings:

“Good morning! Good afternoon! Hello! Bless you! Excuse me! Glad to see you! Haven’t seen you for ages! See you! Good evening! How are you? Have a good day! Bye-bye! You are welcome! Good luck! I’m sorry! Thanks!”

Lesson-conversation (*heuristic: reflections, conversations, exchange of thoughts*)

The interaction of a teacher and a student, which encourages the solution of problems, questions, encourages dialogue and search.

It is known that the main types of speech activity include: listening, reading, speaking, writing, **oral speaking** (speak, listen – perceive), **writing** (write and read).

Task 2.

Identify what types of speech activity the following actions include:

- when sending an SMS;
- play basketball, football, volleyball;
- watching a movie;
- you are at the theater;
- use a mobile phone;
- find information on the Internet.

With foreign students, this type of work has a systematic approach and nature, above all it is a receptive, educational, debatable, emotional kind of challenge, motivating to express their opinions. In the classroom, the teacher often introduces and suggests various situations, changing the structure of the class for self-development of speech situations, when a student acts as a teacher in the game form, such classes are always perceived with interest, because everyone has creative abilities, speech expression, their attitude to speaking. Oral speech seems more arbitrary, loose, direct, conveys the specifics, timbre of a speaker’s voice, is characterized by the following structural and grammatical features: short incomplete sentences, ellipses, inversions, exclamations, violations of literary language... Due to technical means it can be stored and recorded synchronously [2, p. 517].

Extracurricular time is also a necessary condition for independent work to learn a foreign language. When consulting with foreign listeners, we come across striking and seemingly unacceptable examples of cacophony. The adverse influence of mass culture, “pop”, TV and film production of not the best artistic level affects the personal approach to learning and perception of acquired knowledge. Therefore, the teacher has to overcome the atmosphere of prejudice against real artistic phenomena, as well as the inevitability of humanities education and mastering the profession of theoretical and literary knowledge.

This introduces and dictates the main *methods of presenting the material* (language material with examples and necessary schemes when considering the most complex concepts, provisions, their interpretations, content parameters, etc.), *independent homework* and *classroom activities* (preliminary presentation of topics, literature for processing followed by a survey, a discussion, an assessment of the acquired knowledge).

The fact that students of the preparatory department are preparing to enter higher education determines a special type of classes, where multimedia material is necessarily accompanied by analysis of text writing, including their own (reviews, feedback, reports), which allows to test knowledge and prepare information by ear, having specific and direct application in the further polishing of their skill.

After all, own approach, logical practice contributes to deeper mastery of theoretical, linguistic and written material. This concept of presenting the material forms the basis of the learning process and the final control of knowledge.

Forms of current control are carried out by the teacher to motivate, test knowledge with the need for a high result of adjustment:

- speech with an abstract at a seminar;
- additions at the seminar;
- tests on the studied topics;
- speech when discussing independent homework;
- final testing according to the tests of complex control work.

The ability to communicate effectively and present complex information about modern concepts in linguistics and literature in a concise form orally and in writing, using information and communication technologies and appropriate terminology, the application of various theoretical concepts of grammatical meaning to analyze the actual material of the studied language shall work together.

Constant processing of the material and research results, search for new information about language and speech phenomena, processes in the field of philology shall be carried out to understand the information successfully in terms of professional teaching.

To apply the transfer of knowledge of text, graphics, audio, search video information. At the preparatory department, foreign students receive knowledge in country study, mathematics, physics, chemistry, biology, computer science – these subjects are in agreement with each other, where the teacher's speech is of different styles. Therefore, systematization, integration, synchronization of work programs, interdisciplinary tasks, interdisciplinary connection in training help to prepare for the communication process most effectively.

Mutual attendance of classes by teachers of departments contributes to effective work with the improvement of acquired language knowledge, especially development of speech, and creation of various speech situations in the classroom is discussed in advance and agreed with subject teachers to facilitate information exchange and feedback.

Involving students in art is spiritually necessary for the educational process (music, literature, painting, theater, cinema), it makes possible, realizes the creative potential of an individual, forms worldviews. For foreign students, it is effective to use online dialogue: chat, forum, communication via email, Skype, Messenger, Facebook, which develops skills of independent thinking, decision-making, highlighting the most important ideas, the ability to take into account cognitive abilities, develop tasks and tests to check knowledge and skills of students, conduct the pedagogical observation. The discipline that studies the production, transmission, perception of messages, any information in various means of communication: in periodicals and non-periodicals, on the radio, on television, via

a computer network is called communication studios [2, p. 512]. J. Andersen argues about the fragmentary nature of communicative studies in the paper "Theory of Communications: Epistemological Foundations" (1996). Artistic vision, uniqueness of creative individuals, textual realization gives impetus to interpenetration of national and universal in the creation and perception of a new artistic quality.

Teaching at a higher education institution requires continuous professional development. The correctness of methods, techniques, teaching aids is always taken into account with the choice of the lesson topic, its goals, the possibilities of foreign students, the educational and material base. In their article "The system of training foreign students at the faculty of pre-university education" [1], V.M. Molofeev, E.V. Kishkevich note that the introduction of innovative strategies in the educational process in the organization of scientific, methodological and educational work, the use of modern active teaching methods forms interest, assists in socio-cultural adaptation, creates a warm atmosphere of cooperation in the student body [1; 9].

Personal qualities of the teacher, their attitude and sensitivity to another person, humanity, optimism, justice, emotional state play an important role. When teaching foreign students, a sense of proportion, flexibility, the inadmissibility of extreme situations, consistency, and exactingness shall always be manifested. The effectiveness of the pedagogical process depends directly on the correct organization of the teacher's work, their ability to unite and group the body. The teacher's activity is related to his/her speech culture. The most direct way of influencing foreign students is the language. The teacher's speech culture, namely consistency, meaningfulness, clarity, accuracy, simplicity, brightness, correct pronunciation, phonetic expressiveness, intonation, clear diction, voice, tone remain the most important indicators.

Self-analysis of a lesson is a scheme of structure, organization, content, conduct, determination of the level of knowledge, students' skills and abilities, taking into account the degree of preparation, the specifics of the academic subject, as a result of the teacher's activities.

Thus, students improve their skills and abilities in solving problem situations, creating their own model of communication, analyze independently, compare, evaluate, find the necessary sources, make a plan, it

stimulates their interest, deep language learning. Each student processes these elements in their own way correcting, placing their own accents, trying to express themselves as a unique person.

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Т. А. Белоброва. Електронні засоби в процесі викладання української мови як іноземної. – Стаття.

Анотація. У статті акцентується увага на організаційних та методичних підходах щодо використання електронних засобів у підготовці студентів-іноземців, оволодінні майбутніми фахівцями елементами інноваційних технологій навчання та здатністю впроваджувати їх у навчально-виховний процес, удосконаленні вмінь та здібностей у розв'язанні проблемних ситуацій.

Ключові слова: інформаційно-комунікаційні технології, самостійна домашня робота, медіа-презентація, медіатека, комп'ютерна презентація, інтерпретація.

Т. А. Белоброва. Электронные способы в процессе преподавания украинского языка как иностранного. –

Статья.

Аннотация. В статье акцентируется внимание на организационных и методических подходах к использованию электронных способов в подготовке студентов иностранцев; овладении будущими специалистами элементами инновационных технологий и способностями внедрять их в учебно-воспитательный процесс; усовершенствовании умений и способностей в раскрытии проблемных ситуаций

Ключевые слова: информационно-коммуникативные технологии, самостоятельная домашняя работа, медиа-презентация, медиатека, компьютерная презентация, интерпретация.

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АКТУАЛЬНІСТЬ ПЕДАГОГІЧНИХ НАДБАНЬ МИТЦІВ ВОЛИНИ-ЖИТОМИРЩИНИ ХІХ-ХХ СТ. НА СУЧАСНОМУ ЕТАПІ ОНОВЛЕННЯ МУЗИЧНОЇ ОСВІТИ

Анотація. У статті аналізуються основні напрями педагогічної діяльності викладачів музики навчальних закладів та творчих формацій регіону Волинь-Житомирщина в конкретний період.

Ключові слова: мистецтво, музична освіта, культура, навчальний заклад, учитель.