

Принцип взаємопов'язаного навчання видів мовленнєвої діяльності виявляється оптимальним у немовних ЗВО, де обмежений час відводиться на вивчення мови. Інтегрований підхід дозволяє об'єднати всі мовленнєві навички в єдине ціле та сприяє успішному навчанню іноземної мови.

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Issues of teaching French as a second language using online resources

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There is no disputing that the influence of ICT in all areas of life is felt at every turn. ICTs offer innovative ways not only of disseminating knowledge, but also of exploring teaching and learning strategies that promote the building of skills accessibility of information, e-mail exchange, and consultation of documentary sources, communication and exchange in real or deferred time with learning communities, interactivity, and multimedia.

The contributions to French language teaching are particularly rich insofar as it is possible to find many authentic documents on the Web, documents that would otherwise be impossible to obtain for teachers working outside French-speaking countries. These documents can be audio, video or written. Their use is then similar to that of any authentic document. What's more, the resources are such that they can be renewed, enabling a cultural approach containing up-to-date information, rather than information that is several years old and rapidly becoming obsolete, as in the case of "paper" methods [1].

When it comes to teaching, the Internet plays a key role. Integrating the Internet into the language classroom, for example, brings learners into contact with real documents that reflect culture and language as they are experienced and used. The gap between the linguistic "norms" present in didactic documents and those of the language in context is eliminated [2]. This contact with the social reality of the language can only be motivating. It is no longer a question of learning a language from books, but a language used and practiced for communication purposes.

The use of the Internet in the language classroom allows students to access new horizons, to escape into the language. Cultural discovery becomes a pretext for language practice [3]. Through the discovery of non-didactic sites and documents, stereotypes are combated and language regains its role as a cultural vehicle, insofar as language and culture are fundamentally linked. This exposure to a language used outside of the school or university context can only raise

awareness of what should be the sole purpose of learning a foreign language: communication and not passing an exam.

The resources available on the Web are also a means of supporting learning by presenting authentic and current documents. This has the great advantage of being in line with the social and linguistic reality of the French-speaking world. This presentation of real documents is a motivating factor, not only for the learner but also for the teacher who can thus remain in constant contact with the French-speaking culture and not be satisfied with only the documents present in the methods.

Another role of the Internet in language learning is the development of linguistic, social and technical skills. This is done by replacing books and traditional written exercises with the Internet and word processing. In other words, the learner does not need to use either a workbook or a book or a pen, what is important is that all the exercise is done on the computer screen. This operation is present in the teacher's preparations where the learner is guided to use the computer as a learning vehicle. It should be noted that the computer is part of the teaching and the materials present online allow for a variety of tasks and authentic documents to make the teaching and learning process closer to the reality experienced by the learner [2]. In fact, ICT offers a variety of opportunities to develop communication skills, for example, oral expression can be developed through video conferencing, interviews through webcams. This method also fosters links between French-speaking learners from different geographical backgrounds while developing oral communication skills and intercultural links. The old artificial method of dialogues and role-playing within the class group is eliminated by this new ICT trend.

In addition, the most suitable resources in the use of the computer are the online exercises. The learner can work on grammatical or lexical exercises where the result of his work is spontaneous. In other words, the learner always has a great chance to see his performance immediately after his exercises without waiting

hours or days for the teacher to correct his exercise book. It should be noted that ICT promotes independent learning. An alert learner could, by following the instructions on the exercises he is going to work on, learn a lot without being guided by the teacher. Self-learning is prevalent with the use of ICT. The learning sites offer a progression of activities and exercises related to the themes being studied. Another aspect that should be pointed out is the availability of authentic documents of various natures, whether pictorial or written. A huge advantage of the Internet is that it is also possible to find audio and video documents, downloadable or usable documents with the possibility of stopping or going back. All this operation makes learning more dynamic and less severe compared to the old tradition where the learner is condemned to listen in class to the teacher's teaching which is sometimes complicated and complex. With ICT, the learner is called upon to take his learning seriously.

We must point out that the exploitation of the Internet can be done in different ways by taking advantage of the presence of numerous Internet sites such as Google, Nomade, Yahoo to mention only these three popular sites. It is indeed possible to make discover a cultural, historical aspect by combining a research in French with search engines like www.google.fr/ and to carry out a choice of relevant words then to carry out a sorting in the proposals made, this operation allows a fast reading by selecting information to be carried out; operation of immediate and global comprehension that it is rather difficult to implement with paper documents.

It is clear that teamwork is an important element in the teaching of French as a foreign language. ICT greatly encourages and promotes cooperative work, which requires the implementation of strategies for listening, concentrating and explaining within the group. These strategies are very important because they develop general communication skills as well as social and interactive skills between learners, creating a sharing of ideas and initiatives [4].

Today, it is impossible to talk about teaching without resorting to ICT, which offers a great advantage to the teaching/learning of French as a foreign language. Integrating ICT into the teaching of French is a complex pedagogical innovation. It requires changes in several areas: teachers' skills (mastery of IT tools), reform of traditional teaching methods (student-centered teaching, review of the teacher's role, in-service teacher training, etc.) and teaching tools. It is therefore incumbent on us to point out here that the teacher of French as a foreign language has a great need to exploit this fascinating and effective tool to motivate learners to acquire communicative language skills, making his or her lessons more lively and diversified.

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Розвиток гнучких навичок як важлива складова практичних занять з іноземної мови

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В сучасному світі, де глобалізація та міжнародна співпраця стають невід'ємною частиною буденного життя, володіння іноземною мовою стає важливою навичкою для успіху на ринку праці та для особистого розвитку. Проте, крім навичок граматики та лексики, також вирішальну роль відіграють м'які навички, такі як комунікація, співпраця, та міжособистісна взаємодія, що не лише полегшує вивчення іноземних мов, а й робить цей процес більш ефективним та цікавим.

Гнучкі навички (soft skills) визначають як «навички спілкування», як «міжособистісні навички», як навички, що сприяють розвитку особистості, як особистісні якості людини, які «покрощують її соціальну взаємодію, ефективність роботи та кар'єрні перспективи, як тонкі моделі поведінки та стилі спілкування, які допомагають полегшити управління робочим середовищем або взаємодію з іншими людьми» [10, с. 66]. Гнучкі навички, у відміну від жорстких навичок, є категорією компетенцій, яка протистоїть їхнім більш технічно-орієнтованим вмінням. Ці дві групи вмінь визначають ефективність роботи та здатність соціальної адаптації на робочому місці. Баланс між ними є ключовим фактором для досягнення професійного успіху та самореалізації. На відміну від жорстких навичок, які можна виміряти та перевірити, гнучкі навички є безматеріальними, складними для вимірювання, і вони сприяють налагодженню людських взаємин. Жорсткі