

Мобільне навчання є одним з останніх тенденцій в освіті, яке захопило інтерес викладачів, і має великий вплив на вивчення матеріалу. Студенти вже "підключені до мережі знань", коли приходять до навчального закладу.

Доступ до цифрових пристроїв змінив все. Пристрої сприяють персоналізації, пропонують прямий доступ до всього, підтримують отримання інформації у будь-який час, є інтерактивними, і мобільними.

На закінчення хотілося б відзначити, що повноцінне впровадження нових електронних ресурсів у навчальний процес при виконанні описаних методів дозволить лаконічно доповнювати і поєднувати традиційні методи викладання з новими, що використовують інформаційні технології, об'єктивно оцінювати якість обізнаності з предмету. При цьому стане можливим здійснення постійного і багатоваріантного моніторингу успішності, причому ризик упередженої або невірної оцінки буде знижений за рахунок великої кількості результатів вимірювань, і, нарешті, буде досягнута ситуація, коли викладачі будуть отримувати реальну статистику, що дозволить зробити висновки про успішність студентів.

### **Література**

1. Маликова Н.Р. О некоторых инновационных методах преподавания социологии // Социс, 2002, № 2.
2. Al Ibrahim, Ibrahim Abderrazaq. 2002. "Education in the Age of Globalization: Educational Basics to Interact with Life Process". Education 140. - 139 p.
3. Baron, E. et. al. 1992. "Collaborative Urban Education: Characteristics of Successful Urban Teachers". Paper presented at the Annual Meeting of the American Association of School Administrators. San Diego, California, February 21-24, 1992.
4. Hamdan, Mohammed Zayd. 2002. "New Suggested Programmes to Train Teachers in the Academic Specialities by the Means of Contemporary Multimedia Technology". Education 140. - p.150.
5. Morrison, A. ; D. McIntyre. 1975. Profession enseignant : Une psychosociologie de l'enseignement. Armand Colin. Paris : France. - p.151.
6. Omar, Sheikh. 2002. "The Teacher we want for the 21st Century". The Jordanian School and the Challenges of the 21st Century. Abdulhamid Shuman Institution. Amman: Jordan. P.99.

***J. Sorokina***

*Kharkiv State Academy of Physical Culture*

*Kharkiv, Ukraine*

*e-mail: juliasorokina2015@yandex.ru*

**Innovation technologies in teaching of foreign languages  
such as Russian and Ukrainian**

Today, the center of attention is the student, his personality, unrepeatable inner world. Therefore, the main goal of the modern teacher is choosing methods and forms of organization of learning activities of students that best meet the goal of personality development.

Nowadays, more and more questions about using of modern technology in the university are discussed. Application of modern technologies in teaching foreign languages - is to show how the technology can be used effectively to improve the quality of teaching foreign language students, the formation and development of their communicative culture, learning the practical mastery of a foreign language. The task of the teacher is to create the conditions of practical language learning for each student to choose such training methods that would allow each student to show their activity, their creativity, to enhance the cognitive activity of the student in learning foreign languages. The use of modern tools such as computer programs and Internet-based technologies that help to implement student-centered approach to learning, providing individualization and differentiation of education, taking into account children's abilities, as well as cooperative learning and project methodology allow us to solve these problems.

Learning foreign languages can not be imagined without the use of multimedia teaching aids. The ability to illustrate the actual process of communication in Russian or Ukrainian, the need to approach the educational environment to the real conditions of the functioning of the target language and culture are certainly urgent tasks methods of teaching foreign languages. The use of computer technology in teaching in our time is of great importance due to the new opportunities. The introduction of

new information and communication technologies is expanding access to education, open education system generates, change the representation of qualified characteristics, which must have a modern graduate [1; 102]. The most significant group of the advantages lies in teaching the virtues of computer-based training. For example, teachers use a computer the ability to immediately respond to the information entered to create the simplest of training programs in the form of exercises. Technical advantages of teaching Russian and Ukrainian languages with the help of the media lie in the fact that the sound cards allow the user to record his speech and then listen to and compare it with the pronunciation of native speakers. Graphical capabilities of your computer can represent any type of activity in the form of pictures or animations. This is especially important for familiarization with new vocabulary, as the image on the monitor allows you to associate the phrase in Russian and Ukrainian directly to the action, rather than with the phrase in their native language. Moreover, the media are an excellent means of interactive communication between different language groups, which is especially evident in the application of computer network. This can be a local area network connecting several machines in one university, and the Internet — a global network of millions of users around the world [2; 181]. These advantages allow concluding that multimedia tools have great potential for teaching oral speech speaking another language. With the optimal combination of a number of technical training (language laboratory, video, television, radio, newspapers, magazines, books, bibliographies, phone), and having additional features (interactivity, graphics capabilities, and so on.), Media provides virtually limitless opportunities for learning and self-study. Today's requirements for education, where students' independent work is a key, make higher educational establishment use can enhance the process of learning teaching methods and forms of work organization, which develop the ability to learn, to find the necessary information to use different sources of information and develop cognitive independence of students. Modern teaching science aims to use new technologies in teaching. The above interactive media and get their proper use. Most of the wide variety of interactive educational software for learning Russian or Ukrainian

languages is aimed at independent elaboration of the phonetic and grammatical aspects and bring them to the automatism used. The features of these programs are interactive dialogues, speech recognition and pronunciation visualization, animated videos that show the articulation of sounds, exercises for the development of all types of language skills, with the transfer videos, tracking their own learning outcomes. Since the purpose of teaching Russian and Ukrainian languages is a communicative activity of students, it is a practical command of the language in the teacher task is to strengthen the performance of each student in the learning process, to create a situation for their creative activity. The use of modern tools such as news programs and web-based technologies, as well as cooperative learning and project methodology allow us to solve this problem. So, as an internet source that can come to the aid of Russian and Ukrainian languages teachers in the organization of independent work may include broadcast, interactive and search online resources where you can get informative information, training materials and conditions conducive to the formation of professional competence of future specialists [3; 96]. The intensification of the process of transition to an information society, associated with the widespread introduction of new information technology and computer telecommunications, necessitates the development of other forms and methods of teaching foreign languages such as Russian and Ukrainian. Using conventional technology, along with training opportunities new information technology can help the teacher in finding a more interesting and varied teaching material, to carry out a differentiated approach to each of the students, and thus contribute to better assimilation of the students the necessary knowledge and skills. Multimedia Technology is considered as an information technology training that integrates audiovisual information several media (text, video, audio, graphics, animation, etc.), realizing the interactive dialogue of the user with the system and the various forms of self-employment [4; 45]. The use of multimedia technology in the learning process, you can: improve the process of organic combination of traditional forms and methods of education with innovation; implement training, information, games, modeling, design and analysis functions; perform such general didactic principles as the visibility, accessibility, difficulty

feasible, system, transition from education to self-education, positive emotional background of training, between theory and practice [5; 17]. In addition, the multimedia technology supported by multimedia programs, encyclopedias, dictionaries, and special information educational environment created for a holistic knowledge of the world in the context of its computer-aided design, modeling and designing. Multimedia technologies act as a special intellectual activity and means have a number of advantages compared with other information technology training, as they are the pedagogical means of continuous improvement of content and methods of education in modern conditions; give an opportunity to identify and support students with linguistic abilities; represent the basis of distance learning; provide access to best practices in education and training of the general public through educational Internet global network and extensive communications network; create an artificial language environment, allow for learning a foreign language (FL) at their own pace, to increase student independence and responsibility, FL organize training for all age groups, build FL training in accordance with the interests and goals of the student, to enter into training intercultural component; the multimedia technology is new and apparently limitless possibilities of creation of means of graphic clarity. Multimedia (computer with additional devices) can be for each to learn a foreign language a powerful tool for self-study, to closely monitor and ongoing operational support [3; 97]. Along with the positive aspects, there are negative trends affecting the massive creation and introduction of multimedia technology in the learning process. These include: 1) lack of readiness of the existing education system to make active use of multimedia technologies and their integration in the educational process and its organization on the basis of these technologies; 2) lack of qualified developers; 3) the lack of a developed methodology of multimedia technologies; 4) lack of funds for the creation and widespread adoption of multimedia technologies; 5) the device is not designed evaluation. In order to introduce multimedia technologies in learning process it is necessary to put in the first place the conditions for pedagogically and methodologically sound application of multimedia technologies. The issue of integration of the Internet in education and, in particular,

its application in the teaching of Russian and Ukrainian languages is now quite relevant. At the moment, the majority of universities in the country are equipped or, perhaps, trying to be equipped with multimedia rooms for studying languages. These rooms have a computer, projector and interactive whiteboard. Thus, the combination of traditional teaching methods of language learning and the new will ensure a higher level of learning. Unfortunately, at present, the use of media in order to intensify the individual work in the study of a foreign language is constrained to a large extent of the high cost of computer equipment, as well as the lack of a sufficient number of theoretically sound and experimentally validated computer programs designed for independent work in teaching foreign language such as Russian or Ukrainian. In general, currently we have a situation where on the one hand, there is a small number of theoretical studies which have not been widely put into practice, and on the other, — the mass of disparate programs that do not have a serious theoretical basis [6; 120].

The analysis showed that in pedagogical science, and especially in the practice of the domestic university teaching, there is underestimation of the possibilities of learning software, including multimedia. This is due primarily to the complexity and the insufficient development of the concept in the theory of media as a didactic tool.

### **Literary sources:**

1. Роберт И. В. Современные информационные технологии в образовании: дидактические проблемы, перспективы использования. — М.: Школа-Пресс, 1994. — 215 с.
2. Yang L. R. Benefits and drawbacks of controlled laboratory studies of second language acquisition. Cambridge: Cambridge University Press, 2001. — 173–193 с.
3. Фролова Н. Х. Проблемы применения мультимедийных технологий в высшей школе // Высокие технологии в педагогическом процессе: тезисы докладов межвузовской научно-методической конференции преподавателей вузов, ученых и специалистов. — Н.Новгород, ВГПИ, 2000. — 96–98 с.
4. Полат Е. С. Новые педагогические и информационные технологии в системе образования. — М.: Просвещение, 2000. — 45–46 с. Использование электронных информационно-образовательных ресурсов поддержки научных исследований молодых ученых. // Вестн. Томского гос. пед. ун-та (Tomsk State Pedagogical University Bulletin).



5. Гальцова Н. П., Мезенцева Т. И., Швадленко И. А. В.10. Серия: Педагогика, 2006. — 13-18 с.

6. Хужаниязова Г. Ю. Innovative technologies and the teaching of foreign languages // Молодой ученый. — 2016. — №12.4. — С. 117-120.

*Суїма І.П.*

*Дніпропетровський національний університет імені Олеся Гончара*

*м. Дніпро, Україна*

*E-mail: Suima-irina@mail.ru*

### **Роль ігор на практичних заняттях з іноземної мови.**

На сучасному етапі розвитку вищої школи опанування іноземної мови розглядається як надбання комунікативної компетенції на базі сформованої лінгвістичної компетенції. «Комунікативно-орієнтоване викладання мов має на меті не тільки дати учням практичні знання граматики та лексики мови, що вивчається (target language), але також розвинути у них розуміння того, як відповідна мова використовується для спілкування» [1].

Усно-мовленнєва комунікативна компетенція передбачає здатність слухати, розуміти, розмовляти. Комунікативна компетенція є метою та результатом навчання, але цей результат стає реальним лише при наявності сформованої лінгвістичної компетенції та високої вмотивованості учнів [2].

Оволодіння засобами спілкування (фонетичними, лексичними, граматичними) спрямоване на їх практичне застосування у процесі комунікації, відповідно, засвоєння умінь говоріння, аудіювання, читання та письма здійснюється переважно шляхом реалізації цих видів мовленнєвої діяльності у процесі навчання в умовах, що моделюють ситуації реального спілкування [5, с. 39]. Тому актуальним є дослідження методики використання комунікативного підходу, що зумовлює цілі, принципи, зміст і методи навчання іноземних мов, вони ж, у свою чергу, реалізуються в конкретних методичних прийомах. Одним з найбільш ефективних і доцільних прийомів при роботі зі студентами є ігри.