

13. Vul'fovich EV The role of mobile learning in optimizing the teaching of foreign languages / E.V. Vulfovich // News of the Volgograd State Pedagogical University. - 2014. - No. 6 (91). - P. 161-164.

*Olena Litvinova, Natalya Sytnyk*

*National Aerospace University*

*Kharkiv Aviation Institute*

*Kharkiv, Ukraine*

*e-mail: dean10@khai.edu*

### **Social networks and internet chats as additional tool for languages training**

It is obviously that nowadays neither middle-aged nor young generations can exist without Internet services such as Google, Wikipedia, Facebook, Twitter, WhatsApp, Viber, Badoo, Instagram and so far and so on. Social networks and chats enable us to communicate with each other from everywhere and every time we need, we can search any information immediately and can reach the four corners of the earth with the help of Internet. We can make online researches, get breaking news, share our ideas and emotions, and even can participate competitions, conferences and workshops. The possibilities are impressive. So, we shouldn't skip the opportunity to use Internet advantages while we teach languages to international students.

Normally, multimedia technologies are widely used at modern language departments of Ukrainian universities. Language teachers combine traditional and modern textbooks with audio- and video-lessons as well as with Power Point presentations. The result of such combination is increasing of students' interest in studying, increasing of their motivation and, as consequence, increasing of their knowledge. There is an old Finnish proverb: "Those things you learn without joy you will forget easily."

Eberly Center of Carnegie Mellon University made the research concerning the students lack interest or motivation and gave the recommendation how to handle

this problem [1]. Among these recommendations there is connection to student's personal interests. All of us, teachers, know that students like to surf the Internet and they love to chat, and many of them are really addicted to their gadgets. During the class it is possible to prohibit the usage of electronic devices but after class it is unreal. So, instead of to struggle with electronic devices we decided to use this addiction to language benefit. There are some of ways we have been using social media and chats as extra-curriculum language activity:

1) a teacher creates WhatsApp or Viber group and adds his/her students. In this group a teacher shares funny pictures with quotes in the language of training, shares short jokes or new vocabulary with pictures, discusses topics, as well as all students can do the same. Also if there are some mistakes in students' posts, it is possible to copy students' messages to personal chats and correct the mistakes explaining the rule. Our experience shows that students enjoy such chats very much and they memorize a lot of things during this activity.

2) a teacher creates Facebook group and shares news from media resources of the country which mother language is being studied. Students read news in working language in different genres, learn new terminology. Reading increases the literacy and ability to beautifully express their thoughts, trains memory.

3) a teacher advises to students who have problems with communications to register on Badoo. Students can choose option to communicate or find new friends. The main function of this application that students can see and communicate with people who live in their area, such as university or dormitory. They can find more new friends and chat in language of training, discuss university life, sport life, make an appointment at a café or cinema. All this helps the student improve language of training.

4) a teacher offers students to publish photos and videos in instagram. This is an easy way to talk about what is happening next to you.

Foreign students can publish :

- the sights of the city, friends can comment in language of training and getting acquainted with the city in which they live.

- publish food photos as part of the national culture. If you come to another country, then try to taste the local dishes. Students can describe the ingredients and share taste delights.

- publish sport life. Life in a new country means that a student can try different kinds of local sports. Students from southern countries who have never seen snow and first go skiing are happy to share their emotions and in the comments motivate their friends to do sports and lead a healthy lifestyle.

A teacher should initiate topics for communication in social networks and constantly increase the vocabulary of students.

As every strategy our strategy of using Internet resource as additional learning tool has pros and cons. There are some pros:

- Easy communication between teacher and students
- High motivation because of the interesting activity
- Students can initiate discussion
- Easy to correct mistakes and proofread posts
- Students comment on publications using slang because they see and learn how their friends do
- Easy to remember new words.

The cons are as follows:

- Sometimes there is a risk to share personal content, that is why it is better to create the separate group in FB than to add students to your personal friend list and that is why it is more convenient to use chats
- Not all teachers have enough time to communicate with students in social networks.

Social networks and chats make it possible to extend the educational environment to the daily life of students; significantly expand the educational process in space and time. Students are becoming more interested in communicating in the language of training, there is an incentive to self-education, the achievement of new results. Students quickly remember typical and frequently used phrases in everyday life and adapt better in a new cultural environment.

### References:

1. Eberly Center of Carnegie Mellon University. Students lack interest or motivation [Electronic source]/<https://www.cmu.edu/teaching/>. – Browsed January 21, 2018.

*Любецкая В.В.*

*Одесский национальный университет им. И.И. Мечникова*

*г. Одесса, Украина*

*e-mail: hour.mirgorod@gmail.com*

### **Развитие коммуникативной компетенции иностранных студентов в процессе изучения курса – «Интерактивный практикум по русскому языку»**

Преподавание русского языка иностранцам в украинских вузах – проблема актуальная для современного образования. Возникает объективная необходимость совершенствовать преподавание русского языка как иностранного, находясь в контексте основных тенденций развития образования мирового. Важной задачей обучения русскому языку является формирование и развитие у студентов-иностранцев коммуникативной компетенции, обеспечивающей успешное общение, на основе сознательного усвоения языковой системы русского языка. «Формирование коммуникативных умений невозможно без овладения фонетическим, графическим, лексическим и грамматическим аспектами речевой деятельности, без усвоения системы русского языка» [3]. Коммуникативная компетенция предполагает умение пользоваться всеми видами речевой деятельности (слушанием, говорением, чтением, письмом) как естественным средством общения с соблюдением языковых и стилистических норм русского языка. В то же время коммуникация может осуществляться лишь в случае знания ее участниками экстралингвистической информации, поэтому изучение иностранного языка связано с усвоением особенностей и понятий, характерных для культуры