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MODERN TECHNOLOGIES AS AN EFFECTIVE TOOL IN LANGUAGE LEARNING

Formulation and justification of the relevance of the problem. One of the main distinctive features of today's education system is moving of gravitation center from the traditional methodology of conducting lessons to innovational one. This process is usually accompanied with a series of obstacles that do not leave the teaching and learning process unmarked. Technology classroom activities differ greatly from the traditional ones. The teacher should take into account various methodological, psychological, linguistic and physical aspects that impact the process of learning of foreign language. Designing and implementing IT in the teaching and learning process has become one the most demanding tasks in modern education.

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].

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].

It should be noted that, as language teachers we should make our classroom microcosms of life [2], 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 concept of interactive language teaching was developed by Brown H. D, W. Rivers and Michael Canale. W. Rivers (1987) states that through interaction, students can increase their language store as they listen to read 'authentic linguistic material', or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals.

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]. 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.

As the issue of the comprehension of spoken language is crucial, teachers should try miscellaneous resources of podcasts. Traditional course books usually offer gap filling and true or false exercises, which do not really give a sense of real communication. Students very often complain that podcasts going along with course books seem to be artificial and fake. Fortunately, a wide range of free podcasts made specifically for language learners, is currently accessible on *iTunes*, *YouTube, Sound Cloud* etc. Another reliable source that can be used for a purpose of listening practice is the radio. It offers news broadcasts and interviews which are available on their websites.

Moreover, teachers might even use songs played currently on the radio as most of the students recognize them easily and are more familiar with the lyrics even though they do not know the meaning standing behind the words. Nowadays, almost everyone owns a computer or a smartphone. Due to this fact, students are able to create podcasts and recordings on their own which give them a chance to practice their pronunciation.

The key role in eliminating the monotony from the classroom is occupied by videos, which support both the expansion of the vocabulary and the development of listening skills. While children prefer watching cartoons or animated stories, older learners are more likely to watch documentaries or travel journals. Lyric videos are very entertaining and give numberless options considering the fact that the teacher can use students' favourite songs. As a result of such activities, students can experience the language not only aurally but also visually. It gives them a better context and insight into the natural use of English.

A majority of young students have access to, and are actually fond of using the Internet as much as possible. In this case the teacher can use countless resources with online games, which stimulate and improve every aspect of language skills. The Internet provides the classroom environment with a diverse range of games that are free and available for everyone. These games are designed to practice and examine for instance target vocabulary, a specific grammar construction, or comprehension of a text. Moreover, students have a chance to practice their skills at home by downloading applications and games on their phones or computers. Digital versions of hangman, Scrabble, crosswords, or even memory games are entertaining for all age groups. The teacher might even display these games on the interactive whiteboard and engage the whole class.

The concept of the enhancement of writing skills by encouraging students to create online blogs is also worth considering. Blogging platforms such as *Blogger*, or *WordPress*, give students an opportunity to create blogs for free. Sometimes students find blogging engaging and encouraging because they can write about anything they find interesting. The fact that not only the teacher can read their virtual journals, but basically everyone with the access to the Internet, makes them put more effort into writing. Getting feedback from a larger audience may have a positive influence on the development of one's skills as well. If the idea of blogging weekly or daily does not appeal to the students, they can use their blogs as digital portfolios of their best works.

It is also should pointed out that, the application of classroom tools which involve the use of new technologies is gaining more and more

supporters and is practiced frequently, not only in private schools (which are usually better equipped and provided with high-quality teaching materials), but also it made its way to the public schools, where foreign language lessons are more and more often supported by digital materials.

The usage of tools described above depends on availability of technological devices. Starting from the basics, a personal computer with a possibility to display the image for all the students to see, so with a projector, an interactive board or a TV set. Internet connection is not always necessary, although, it makes lessons easier to prepare and quicker in a matter of interaction. A teacher equipped with such a set can benefit from digital resources and tools efficiently. Students, using modern technological devices individually, can revise and experience authentic materials provided by a teacher either during classes, or at home. Being able not only to watch but to participate actively, makes students more involved and satisfied with the results obtained. That is why, both students and teachers should have an access to the variety of multimedia through different technology devices

Online tools that can perform online assessment and monitor student progress are also popular. Students can gauge their performance by evaluating themselves on the four skill areas of reading, writing, listening and speaking – and then gather feedback so that they can improve on their weaker areas. It accurately measures student progress in English, highlighting both strengths and weaknesses to inform teaching. The profitability of multimedia usage is considered crucial, especially by the young generation of language teachers who understand and support the idea of technology in the classroom, on the contrary to the older generation which criticizes and underestimates its importance.

Such activities not only provoke creative thinking, but also encourage students to practice the language inside and outside the classroom. What is more, they expose students to the language practice in the environment which they are familiarised with. It might help them to break the language barrier as they do not feel isolated anymore.

Lessons can be personalized and directed outside the course book. Students gain an opportunity of facing the authentic language materials. They become exposed to the real world expectations and requirements connected to language skills, and therefore, they are more likely to meet them.

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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ЗАСТОСУВАННЯ ІНТЕРАКТИВНИХ КОЛЕКТИВНО-ГРУПОВИХ МЕТОДІВ НАВЧАННЯ В ПРОФЕСІЙНІЙ ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ МУЗИЧНОГО МИСТЕЦТВА

Постановка та обґрунтування актуальності проблеми. Сучасна музично-педагогічна спільнота намагається знайти шляхи осучаснення методів викладання дисциплін фахового спрямування, щоб досягти кращих результатів у підготовці майбутніх учителів музичного мистецтва і вийти за межі академічної замкненості. Одним із таких шляхів ми вбачаємо можливість упровадження методів інтерактивного навчання, які допоможуть студентам не тільки бути суб'єктами навчання, а й дадуть можливість навчатися у співпраці з наставниками. У цьому випадку викладачі стають більш досвідченими організаторами процесу отримання знань, умінь і навичок. Вони допомагають студентам розкрити свою індивідуальність, самобутність у проведенні уроків музичного мистецтва та виконанні музичних творів (вокальних, інструментальних, хорових тощо).

Аналіз останніх досліджень і публікацій. Методологічну основу інтерактивної технології вивчали В. Гузєєв, А. Нісімчук, О. Падалка, О. Пєхота, О. Пометун та інші. Розкриттям теоретичних основ інтерактивних методів навчання займалися Ю. Бабанський, М. Поташник. Однак ці дослідження розкривають означені підходи до освітньої діяльності, але не спрямовані на аналіз їхнього застосування в музично-педагогічній діяльності в процесі фахової підготовки вчителів музичного мистецтва.

Мета статті – розкриття практичних аспектів застосування колективно-групових методів інтерактивного навчання в професійній підготовці майбутнього вчителя музичного мистецтва.

Виклад основного матеріалу дослідження. Особистісно орієнований підхід у навчальному процесі передбачає запровадження та використання інтерактивної технології навчання. Нам імпонує визначення О. Пометун та Л. Пироженко, які зазначили, що «сутність інтерактивного навчання полягає в тому, що навчальний процес відбувається за умов постійної, активної взаємодії всіх учнів. Це співнавчання, взаємонавчання (колективне, групове навчання в співпраці)…» [3, с. 7]. У цій технології методи поділяють на чотири групи: кооперативне, колективно-групове, ситуативне та дискусійне навчання.

Спробуємо розкрити можливості використання колективно-групової групи методів у практичній діяльності викладача вищого навчального закладу зі спеціальності «Музичне мистецтво». Відповідно до проаналізованих класифікацій ми визначили, що до цієї групи належать такі методи: велике коло, обговорення проблеми, мікрофон, незакінчені речення, мозковий штурм, мозаїка, аналіз ситуацій, вирішення проблем, ажурна пилка.

Розглянемо деякі з них. Так, метод *«мозковий штурм»*, або брейнсторм («злива ідей», ґенерування ідей, англ. brainstorming), – популярний метод висування творчих ідей у процесі розв'язування наукової чи педагогічної