

knowledge students should get and the skills they should acquire have been stated. The text-books on the subject written by M. Ya. Blokh, B. A. Ilyish, N. N. Raievska, L. M. Volkova, A. A. Khudiakov, I. K. Kharytonov and I. O. Alexieieva have been analyzed. The authors present linguohistoriographic outline of the problem of actual division of the sentence. The contribution of H. Amman, V. Barnet, Ch. Batteux, N. Beauzze, C. Ch. Dumarsais, V. Mathesius, H. Paul, L. Talmy, H. Weil and many other scholars to the development of the linguistic notion of the actual division of the sentence has been defined. The significance of linguohistoriographic data for the process of studying Theoretical Grammar of the English language has been proved.

INTERACTIVE LANGUAGE LEARNING FOR FUTURE PROFESSION

Horňáková A., Miženková Ľ.

University of Prešov in Prešov, Slovakia

Nowadays the quality of education in foreign languages has been inconceivable without the use of information and communication technology which allows not only access to education, but also removes the limited space and time. The word “interactive“ means "with immediate response." Interactive learning helps to use interactive communication via the Internet, whiteboard, e-learning programmes, videoconferencing programmes allowing audio and video, it also enables to use the ICQ (client-server) or interview process with users. It becomes an integral part of modern education. Currently digital technologies are affected substantially by all areas of human activity. According to Lukac [Lukac, 2012] appropriate use of digital technology in education can largely facilitate and streamline the process of learning and contribute to the encouragement of school activities of the students. Digital competence together with language competence belongs to the key competences for lifelong learning [European reference framework -annex, 2006].

Aim of the work

The aim of the work is to create online didactic teaching materials – so called modules in foreign languages (English, German and Latin) for users – students of the Faculty of Health Professions. Teaching/learning with interactive whiteboards can improve the perception of the curriculum by engaging multiple senses, strengthen the intensity of the activity and creativity of the students, the possibility of immediate control of the curriculum is possible, complete feedback using the electronic voting system is also available. At the same time other

activities as voice recording, various illustrations, drawings, sound and tactile effects, comments, inquiries can be presented as well. They may make it more attractive and effective to the monotonous and unilaterally focused lessons of foreign languages.

Project team of the Institute of Language Competences and Faculty of Health Professions, University of Presov has contributed to the requirements of modernization of the foreign vocational training with a solution of the scientific project KEGA (No. 049PU-4/2012 entitled “Implementation of modern technologies in vocational foreign language teaching”. A teacher will establish the contents of its education lectures for a given field of study, or a group of students in the so-called show workbook which can be printed or exported in various formats on the computer. Subsequently, communication concerning a particular problem may be carried out using these activities: supplementing the text, answering the questions or various types of grammar and phonetic exercises where students can actively participate without any problems or enter at any time can be used as well. It is possible to practise using interactive whiteboards with all components belonging to the basic language competences, which should control the student learning and can include listening comprehension, reading comprehension, speaking and writing. These competences are interrelated, thus it means the connection of sound, image, and text is an inseparable part of the oral and written interpretation as well. Authentic texts, e.g. television news serve as a training location, where listening is added with the image. Students in class can read and translate a variety of training materials and articles which can be used to practice linguistic phenomena. According to Kasova [Kasova, 2012] writing is one of the least developing competences, while it is one of the most challenging activities, which requires a cognitive and communicative competence. A favourite activity is speaking through a computer – a long distance communication. Grammatical competence can be practiced wittily and interestingly in the form of electronic exercises freely disseminated an interactive program for e-learning called Hot Potatoes, where it is possible to create various types of exercises, for example quiz questions, missing information texts, grammar exercises, linking words exercises, letters and a selection of option exercises, etc. These exercises are not only motivated for students, but also provide them the possibility of self-control and creativity at the same time. The boundaries between teacher and student become less defined in the context of interactive learning. Lectures are changed into discussions, students and teachers become partners. Students are challenged to participate more actively in their education. Interactive learning of foreign languages should provide the following characteristics:

- The system of didactic teaching materials will be multilingual,
- The system will allow creating modules for any language,

- The system will allow the work of creators and users of modules anywhere connected,
- The system will allow the updating of the software using the Internet,
- The system facilitates its access to the content and information exchanged between teachers and students through electronic mail, or connecting via a database Web site,
- The system can also use a multilingual dictionary and an evaluation device, called electronic voting equipment enables the feedback,
- The system will allow the exchange of information, curriculum and tutorials with other users through IVPs,
- The system will include the evaluation of tasks and exercises, each user can be familiarized with the teaching process and the success rate of learning at any time,
- The system will allow users to participate actively in all the activities during the entire teaching process and so it will constantly encourage lifelong learning motivation,
- The system will allow developing cooperation with practitioners and professionals.

Conclusion

The modern information society significantly affects the learning process in foreign languages, contributes to its dynamism, variety and attractiveness. Effort of each university should be based on that its graduates have been mastered with not only the quality of linguistic and professional knowledge and skills, which include the communication competence, intercultural competence, the ability to work with information, help them select, evaluate and benefit from it, but also get good digital competences which would not be absent in teaching process where the main focus lies in the work with the information in electronic form. All these facts may increase the chance for developing future profession.

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Summary

In this paper we want to draw our attention to the requirements for the modernization and improvement of foreign language education using the interactive whiteboard and audio-visual teaching techniques. The paper also presents the advantages of interactive language learning in the classroom which can contribute to better linking theory and practice for future profession.

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КОГНІТИВНО-КОМУНІКАТИВНИЙ МЕТОД НАВЧАННЯ ІНОЗЕМНОЇ МОВИ У ВИЩОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

Кравець О.В.

ДВНЗ «Ужгородський національний університет»

Останнім часом у вищих навчальних закладах відбувається інтенсифікація процесу навчання іноземних мов шляхом впровадження різноманітних технологій навчання, що забезпечує свободу вибору студентів щодо форм і методів навчання. Великий потік інформації вимагає застосування таких методів навчання іноземних мов, які дозволяють у стислі строки надати студентам досить ґрунтовних знань, забезпечити високий рівень опанування та закріплення матеріалу на практиці.

Мова є невід'ємною частиною цивілізації і культури кожного суспільства. В ній віддзеркалюються всілякі відмінності в способі бачення позамовної дійсності, а також норми і зразки збереження. Тому в процесі учіння і навчання іноземних мов відбувається конфронтація однаково як мовних систем так і культур, що репрезентуються різними цивілізаціями.

Методи, що розвивалися протягом віків, мали фундаментальний вплив на моделювання процесу навчання і учіння іноземних мов, проте