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***THE USE OF ICT IN TEACHING GIFTED STUDENTS  
ENGLISH COMMUNICATION***

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*The article analyzes the method of developed author program for teaching gifted students the English communication, changing of the form of conducting lessons, taking into account the phenomenon of gift and using the ICT. The teaching program of the dialogical speech for the gifted students is developed taking into account: psychological features of the gifted children, age peculiarities, nature and specificity of dialogue, as the type of speaking activity. The special attention in the research is paid to the use of modern technologies (ICT). The experimental program is based on the conceptions of communicative and cognitive method of teaching English, didactic and methodical principles of teaching. Among four basic principles of teaching English there is a communicative orientation; personality orientation; self-education; computer-integrated teaching all types of speaking activity (listening, speaking, reading and writing) and a new principle – cultural.*

*The system of exercises included reproductive, reproductive-creative, creative (preparatory, introductory, training, finishing, control) exercises, it was orientated on realization of all types of speaking activity and based on reproductive and productive facilities of knowledge mastering and the development of abilities and skills of the dialogue speech of senior pupils. The main idea of our methodology is the use of audio-visual material in foreign language teaching because of the increasing emphasis on communicative techniques, and as it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language.*

**Keywords:** *gifted children; the content of teaching; the ICT; video and audio material; the project technologies; authoring programs.*

**The actuality of the research.** In recent years, Ukraine has made quite significant steps towards joining the European education system. Participation of our state in the Bologna transformations is an attempt to reform higher education, bringing it to the level of modern world standards. Reforming the teaching of a foreign language in Ukraine is part of the process of updating the educational system in general, which is associated with the creation of new educational standards, updating of curricula and content of educational and teaching materials, textbooks, and organization of educational process.

The purpose of this article is to focus on the problems of teaching gifted students English communication, as well as to analyze the experience of Ukrainian and foreign scholars on this problem, to identify the peculiarities of learning English dialogical speech using ICT.

The actuality of the article is beyond doubt, since the problem of teaching gifted youth, its development and realization are the most important and necessary tasks of countries aimed at the future.

Until 1917, there were gymnasiums in Ukraine, in which a group of gifted students was allocated and formed, but they were, first of all, for children whose parents belonged to the "higher society". In 1936, these studies were stopped, and even a special approach to gifted children was prohibited. Assistance to such children was regarded as the cultivation of the intellectual elite and the violation of social justice [13, p. 63].

Today, with the constant leadership of the United States, countries such as China, South Asian "Little Dragons", Brazil, Saudi Arabia, have launched a wide range of activities in this direction. Europe also follows this trend. In most Western European countries, there are state,



systematic programs for supporting gifted and talented youth, aimed at attracting their resources to increase scientific and technological competitiveness, and to support social stability. The problem of child giftedness is a problem of the nation's cultural potential [7, p. 58].

In England, for example, there are no special schools for gifted children (except musical and choreographic), as most researchers believe that the teaching of such students should be carried out in all types of educational institutions. The conditions for teaching children of different levels of abilities are created on the basis of differentiation and selection. The discovery of giftedness, according to most English psychologists, should take place in elementary school [6, p. 5].

Intellectual potential of society in general and of every person in particular, the development of creative abilities of a person directly depends on the state of public education. Therefore, without a radical restructuring in this area, it is impossible to provide a new quality of education of the youth, to achieve social progress of the country [7, p. 58].

In modern Ukraine, typical programs and basic textbooks are not sufficiently aimed at achieving the goal and methodological supply of the content of gifted children's education in secondary / higher education institutions, which necessitates the revision of the content of the teaching of foreign languages. Little attention is paid in these normative documents to the use of modern information technologies. In this context, the development of methods for teaching gifted students foreign-language communication using ICT is relevant and up to date.

**The analysis of the latest researches.** In our country many scientists dealt with the problem of gifted students and the creation of special programs for them, among them: D.Renzulli, R.Sternberg, P.Torrens, Yu.Passov, B.M. Teplov, V.S. Yurkevich, MA Kholodnaya, O.V.Kovalev, N.S. Leites, V.A. Kuretecki, O. M. Matyushkin, V.D. Shadrikov, Yu.D. Babayeva, VN Druzhinin, D.B. Bogoyavlenskaya, Ukrainian psychologists made their contribution to the study of gifted personality - G.S. Kostyuk, V.O. Molyako, R.O. Semenova.

Giftedness (according to V.O.Molyako) is a system whose components are: biophysiological, anatomical and physiological factors; sensory-perceptual blocks (their characteristics are hypersensitivity); intellectual and mental opportunities (their ability to evaluate new situations and solve new problems); emotional-volitional structures (definition of long dominant situations and their support); high level of production of new images, fantasy, imagination, etc [10].

According to D.Renzulli's theory, giftedness is a combination of three main characteristics: intellectual abilities (above the average level), creativity and persistence (task-oriented motivation). In addition, his theoretical model takes into account the knowledge (erudition) and a favorable environment [11].

Theoretical and practical achievements of modern science cooperate well with the needs and characteristics of gifted and talented people. V.V. Davydov called these ideas the increase of units of content due to content enrichment [3], A.M. Matyushkin called them problematic training, V.F. Shatalov – the reference schemes and signals [12]. To this series you can add also such non-traditional technologies as brainstorming, in all its variants, synectics, etc., which are aimed at the development of personal characteristics of the creators, as well as relaxation exercises, meditation, visualization, etc.

In our opinion, the main criterion for working with gifted children is the practice of their creative potential developing and the development of special programs and teaching materials to teach students the ability to communicate, the formation of leadership and other personal qualities that contribute to the future social realization of the creative person. These programs should differ in a quality manner from those that are designed for children with ordinary abilities. But this difference should not be made by increasing the amount of training material, the pace of learning, the use of more complex tasks.

From the point of view of Matyushkin A.M., to improve such programs it is necessary to include a link of problem generation in the process of teaching gifted children. The problem – dialogical method of teaching corresponds more fully to this requirement. He implies the ability to conduct a problematic dialogue, during which the students independently discover the general idea. This method of teaching provides high cognitive motivation of students and requires constant teacher creativity [9].

**The main material.** One of the main tasks of teaching gifted students English communication is the development of skills and abilities to express their thoughts in a dialogical form orally and in writing, to observe, study, copy, reproduce and creatively apply video and audio material.

We are lucky to live in the age of digital technology. Information and communication technology (ICT) is a force that has changed many aspects of our live. ICT has been used worldwide to help people in business, trade, marketing, science, education and others [1]. Now, ICT in education has made it possible for students, teachers, specialists and researchers to collaborate with each other in diverse ways.

Languages are not fixed but constantly changing, so is the media; television, radio and newspaper which are an extraordinarily rich source of language in use. In order to expose foreign language learners to the target language the use of technology need to be exploited in the classroom as much as possible. For that reason a great tendency towards the use of technology and its integration into the curriculum developed by the foreign language teachers has gained a great importance. Particularly the use of video has received increasing attention in recent studies on technology integration into education [4].

ICT has many benefits in teaching English. For example, ICT is a powerful tool in presenting information in many different ways. It can be presented through different forms such as pictures, tables, presentations and video which can make the class more interesting and lively. The learners feel more relax to learn the various topics and task, and they also become more active, because they learn by applying the technology to a task rather than by being directly “instructed” by the technology [2].

ICT has also become communication tools, such as emails, chat groups, discussion groups and others to conduct activities which require collaboration [8]. These technologies can be used in facilitating various forms for online conferencing and create virtual discussion with friends or teachers online [5].

The students are aware of the various benefits which ICT can provide in their language learning. They have wider positive benefits for learning English such as motivation, concentration and all the important skills. This means, ICT is useful for the students to improve their English. Moreover the result of the questionnaires analysis showed that the highly positive attitudes of students towards the use of ICT in learning English.

Particularly, we use audio-visual material in foreign language teaching classrooms because of the increasing emphasis on communicative techniques, and it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language [4].

Video shows students how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students [4].

We consider it necessary to use the ICT at the lesson, mobilizing the following concepts: speech (oral, dialogic/monologic), communication situation, interesting video / audio material, its main features, topic (microtopic), the main idea, type, style, genre, etc. A significant place is reserved for a systematic, purposeful analysis of someone else's (video / audio text) and their own dialogical speech. Initially, the groups' analysis of the seen / heard information done by the students is corrected by the teacher. Then the students must independently analyze the material, without the help of the teacher give them a complete analysis, evaluation, discussion. The work finishes with the self-analysis of the own dialogical speech and mutual analysis of the dialogues of the group mates.

The forms of control of the learned material are various tasks: quizzes, colloquium, writing tests, which can be conducted in group and individual mode.

The basis of the teaching gifted students English communication using ICT are principles of continuity and long-term benefits - at each stage, the student approaches his independent cognitive-communicative research: from viewing / listening, perceiving and translating texts to their analysis, making their own statements, creating micro and macro dialogues (their speech in discussions, debates, presentations of a project, etc.).

An important element of this methodology is the development of a system of exercises aimed at developing communicative competence of students. In choosing the educational video/audio material, we take into account the following criteria: 1) gradual, purposeful complication of tasks based on background knowledge and acquired skills and abilities of students; 2) equal alternation of variations of exercises; 3) educational and methodical expediency of using video / audio material in the creation of dialogues; 4) the communicative significance of the text.

When choosing the material for students, we took into account the following factors:

- 1) cultural (the focus of texts on the formation of communicatively developed and educated youth);
- 2) thematic-content unity (a combination of the theme of the text of the video with its content, relevance and novelty, communicative orientation);
- 3) psychological (development of students attention, memory, thinking and other psycho-biological processes).

The system of video / audio exercises is developed by us in accordance with the concept of teaching methods, which is based on reproductive and productive means of knowledge acquisition and development of skills and abilities of dialogical speech taking into account the psychological characteristics of gifted students of this age.

During the development of our experimental methodology, students were offered the exercises that marked the place and form of realization, the subject, the degree of cognitive activity, the criterion of communicativeness:

1) The place of realization: classroom exercises were conducted for the purpose of consolidation of new knowledge, the development of speech skills of students and home-based exercises were performed by students at home after learning and understanding new linguistic concepts.

*Classroom Exercises (Example 1):* You will listen to the text about fashion, its history and current trends. Do the exercises in pairs.

Before you listen

**Task 1.** Work in pairs. Match the words to their definitions.

- |                                  |   |
|----------------------------------|---|
| <b>1. classic</b>                | <b>a)</b> wearing clothing that is popular now  |
| <b>2. trendy</b>                 | <b>b)</b> the same as 'fashionable' or 'stylish,' but it sounds better because it's a French word                           |
| <b>3. must-have</b>              | <b>c)</b> newest, most recent   |
| <b>4. essential</b>              | <b>d)</b> be popular, fashionable; short for 'in style'   |
| <b>5. vintage</b>                | <b>e)</b> wanted, everybody has to have it  |
| <b>6. iconic</b>                 | <b>f)</b> what everyone else is wearing right now; a new, popular style   |
| <b>7. timeless</b>               | <b>g)</b> something absolutely necessary!   |
| <b>8. to be in</b>               | <b>h)</b> necessary, important, you must have it  |
| <b>9. hot</b>                    | <b>i)</b> old, but high quality and valuable; the item of clothing may have been worn before by someone else                |
| <b>10. chic</b>                  | <b>j)</b> famous, memorable, representing a certain time and place  |
| <b>11. latest</b>                | <b>k)</b> something that is still beautiful no matter how much time passes, no matter what the current trends or styles are |
| <b>12. stylish / fashionable</b> | <b>l)</b> traditional, always fashionable/stylish, popular for a long time  |

**Task 2.** Read the dialogue and fill in the missing phrases from the box.

to look good in, go out of fashion, old fashioned, casual clothes, must-have,  
getting dressed up, classic style, a slave to fashion,  
vintage clothes, a fashion icon

Alex: Do you enjoy buying clothes?

Peter: I used to ... yes ... like most young people I was a bit of 1. \_\_\_\_\_ and I'd always have to buy that 2. \_\_\_\_\_ shirt or pair of shoes. I'm not so bothered now though. I wouldn't feel comfortable wearing something 3. \_\_\_\_\_ but I'm not as bothered as I used to be about what I wear ...

Alex: What kind of clothes do you like to wear?

Marco: I prefer 4. \_\_\_\_\_ actually ... I hate 5. \_\_\_\_\_ for special occasions ... personally I think it's possible 6. \_\_\_\_\_ a pair of jeans ... but that's my opinion. I don't think my wife would call me 7. \_\_\_\_\_ that's for sure.

Alex: Are there many clothes shops where you live?

Sylvia: Yes ... there are lots in my town ... apart from the big chain stores we've got a couple of really nice shops that sell 8. \_\_\_\_\_ old clothes but in a 9. \_\_\_\_\_ that never really 10. \_\_\_\_\_. I love going there.

### Listening

**Task 3.** Listen to the text about fashion. Look through the questions below and choose one to ask our group mates. Be ready to agree/disagree with them and add your opinion.

Do you love clothes?

Do you follow trends?

Do you have an individual style? What is it?

What kind of clothes do you buy?

Do you like second hand clothes?

Do you make your own clothes?

Do you mix-and-match styles?

How do people react to your style?

Do people complement you on your taste?

Do people criticize your style?

Do people ask you where you have bought your clothes?

Do you borrow / lend clothes?

What do you think will be the trend for this year?

### **Fashion** (text listening)

Fashion is something we deal with everyday. Even people who say they don't care what they wear choose clothes every morning that say a lot about them and how they feel that day.

We are constantly being bombarded with new fashion ideas from music, videos, books, and television. Movies also have a big impact on what people wear. Musicians and other cultural icons have always influenced what we are wearing, but so have political figures and royalty. Newspapers and magazines report on what Elisabeth II wears. The death of Diana, the Princess of Wales, was a severe blow to the high fashion world, where her clothes were daily news.

Clothes can reveal what groups of people *are in*. In high school, groups have names: "Goths, Skaters, Preps, Herbs". Styles show who you are, but they also create stereotypes and distance between groups. For instance, a businessman might look at a boy with green hair and multiple piercings as a freak and outsider. But to another person, the boy is a strict conformist. He dresses a certain way to deliver the message of rebellion and separation, but within that group, the look is uniform.

Acceptance or rejection of a style is a reaction to the society we live in. Fashion is a language which tells a story about the person who wears it. "Clothes create a wordless means of

communication that we all understand,” according to Katherine Hamnett, a top British fashion designer. Hamnett became popular when her t-shirts with large messages like “Choose Life” were worn by several rock bands.

There are many reasons we wear what we wear.

1. *Protection* from cold, rain and snow: mountain climbers wear high-tech outerwear to avoid frostbite and over-exposure.
2. *Physical attraction*: many styles are worn to inspire “chemistry.”
3. *Emotions*: we dress “up” when we’re happy and “down” when we’re upset.
4. *Religious expression*: Orthodox Jewish men wear long black suits and Islamic women cover every part of their body except their eyes.
5. *Identification and tradition*: judges wear robes, people in the military wear uniforms, brides wear long white dresses.

Fashion is a big business. More people are involved in the buying, selling and production of clothing than any other business in the world. Everyday, millions of workers design, sew, glue, dye, and transport clothing to stores. Ads on buses, billboards and magazines give us ideas about what to wear, consciously, or subconsciously.

Clothing can be used as a political weapon. In nineteenth century England, laws prohibited people from wearing clothes produced in France. During twentieth century communist revolutions, uniforms were used to abolish class and race distinctions.

Today fashion is a very popular industry which influences millions of people around the world. Every year more and more people start to follow fashion trends in order to be stylish and attractive.

Quite a number of people believe that other people judge a person first by his looks and only then, as they get to know him, by his inner qualities.

### Speaking

**Task 4.** Choose the statement you agree or disagree with and would like to discuss.

1. Most people are convinced that if you follow fashion trends you have more chances to make a good impression on others. Such people suppose that fashionable clothes help them to stand out from the crowd and they often say that when they are dressed fashionably they feel more confident.
2. Every person should have his or her own style and it has to be unique. One shouldn't blindly follow fashion trends, because it's irrational and besides it's rather expensive to keep up with the fashions.
3. We should pay attention to fashion in small doses and this is the only healthy way of approach.
4. The clothes that are presented at the fashion shows are usually inappropriate in a day-to-day life; you can not wear them at work or to a café.
5. I believe that fashion has almost nothing to do with good taste, so everyone should create his or her own style.

**Task 5.** Discuss in groups the following questions using the sentences given below.

1. *What is your favourite store to shop at?*

When it comes to my clothing I prefer to shop at .....

I think that this store sells clothes at a decent price.

I think you shouldn't have to spend a fortune to look good.

2. *Is there an item of clothing that everyone should have in their closets?*

I think that everyone benefits from having ..... in their closet.

In my opinion ..... are / is one of those essential items of clothing that can be casual or dressy depending on what you pair them / it with.

But a well fitting ..... are/is must-have because they / it can be worn at most occasions.

3. *Do you pay attention to fashion?*

I don't necessarily follow the trends of each season because .....

Some of ..... are nice and some of ..... are strange.

It's about finding what your style is and defining it from there.

4. *What is your favourite fashion trend?*

If I had to choose a favourite trend it's probably .....

I like that it is no longer considered weird/a bad choice to wear .....

Mixing patterns is a normal thing and I enjoy taking more of a risk with it, as I.....

5. *Do you enjoy shopping?*

Yes I do enjoy shopping. I think it's fun to treat yourself to something new every now and then.

I also think/don't think that it can be a stress reliever from everyday life.

It breaks everything up and is just a nice/bad thing to do. ....

*Home exercises* often have a creative character:

Create in teams the video-presentation of Ukraine "Ukraine is a European country". Use the camera / phone and interview the residents of our city about our country - "What is Ukraine for me?"

*Classroom exercises (example 2):*

- You have watched the presentation about the history and political system of Great Britain.

a) Now play the game-quiz "Who is against the monarchs". On the screen you will see questions and several answers. Working in teams choose the right one.

Here is an example of some questions from this quiz:

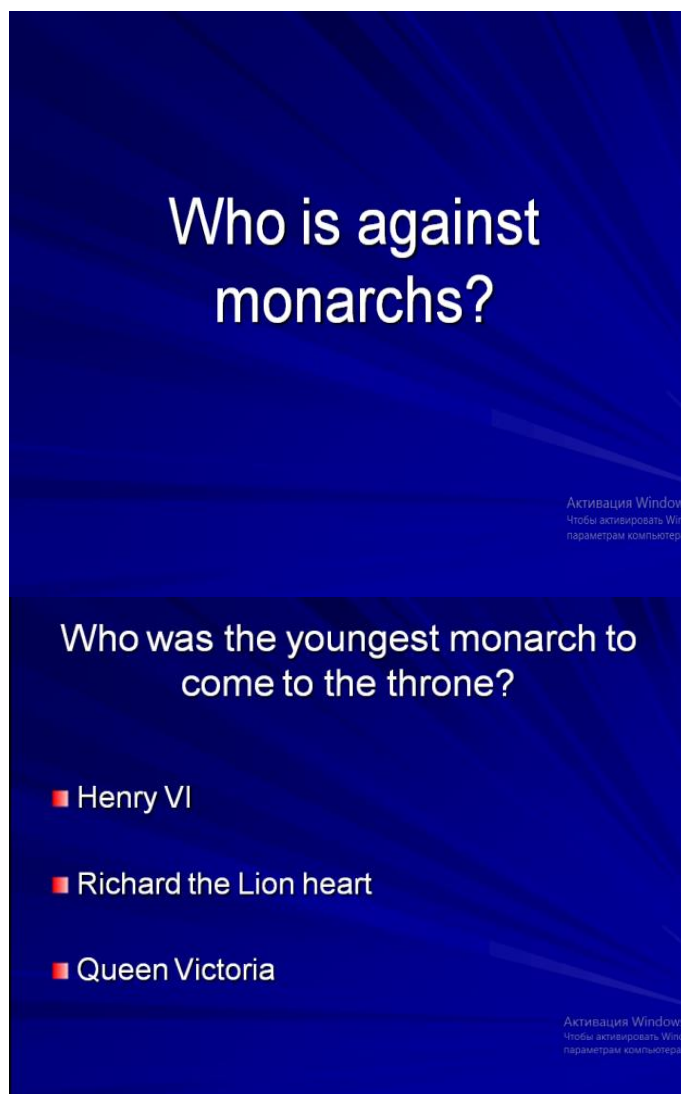



Fig.1. Question 1.

## Henry VI

- Henry was 9 months old when he was declared King at the death of his father.



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A portrait of Henry VI, a young man with a pale complexion, wearing a dark cap and a dark, ornate robe with a gold cross on the chest. The name 'HENRY VI' is written in gold at the top of the image.

*Fig. 2. Correct answer.*

## Who is the longest reigning monarch of England?

- Alfred the Great
- Elizabeth II
- Queen Victoria

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параметрам компьютера.

*Fig. 3. Question 2.*

## Elizabeth II

- Queen Elizabeth II is currently the longest-reigning monarch in British history. When she was 26 years old, she became queen on February 6, 1952, and was crowned on June 2, 1953.

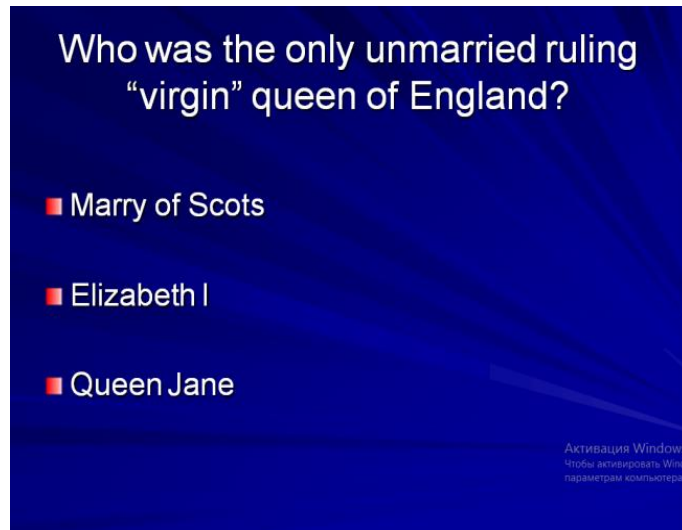


Активация Windows  
Чтобы активировать Wind  
параметрам компьютера.

A photograph of Queen Elizabeth II wearing a light green jacket and a large, wide-brimmed hat decorated with pink flowers. She is smiling and looking to the right.

*Fig. 4. Correct answer.*

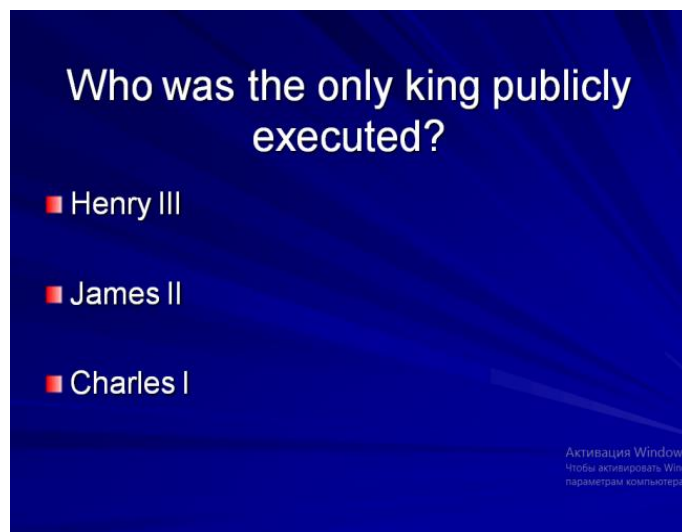




*Fig. 5. Question 3.*



*Fig. 6. Correct answer.*



*Fig. 7. Question 4.*



Fig. 8. Correct answer.

- With your classmate think of all the advantages and disadvantages of life in different historical periods. Decide what period you would like to live and why.

- In groups prepare for the discussion "Monarchy against democracy". Discuss the strengths and weaknesses of both political systems.

For example (discussion result):

### MONARCHY

#### FOR

1. The king is prepared since his birth to lead the country and carry out a successful job.
2. The monarch can not steal as in theory everything belongs to him or her.
3. It is cheaper to have a monarch: he/she doesn't have to be paid, he has his own income.
4. It saves money for the election.
5. He represents centuries of history and tradition.
6. He adds to the prestige and recognition of a country.
7. The monarch has no political preference and is able to guide the Prime Minister.
8. The queen doesn't rule the people. she rules the country for people, on their behalf and at their pleasure.
9. Monarchy is a symbol. England would not be England if it didn't have a monarchy.
10. Brings a lot of money as tourists are interested to see working palaces.

#### AGAINST

1. One person makes decision for many.
2. Hereditary right
3. It can lead to rash decisions with undesirable consequences
4. Citizens interests may not be represented
5. Succession is not based on a person's fitness a leader.

### DEMOCRACY

#### FOR

1. At least in theory no one individual holds for the much power.
2. All citizens are equal before the law.
3. All citizens have equal right to the power.
4. Democracy is freedom.

#### AGAINST

1. The government may lose focus on working people and focus on winning elections.
2. The public is not as interested or informed their elected representatives.
3. The government is slow in its decision and expensive.
4. The president is a politician and therefore is not neutral.

*Home exercises:*

- Imagine the situation: you were invited to speak at the conference on the improvement of our country with a report on "If you had a chance to build a better society, what would you change." Prepare a presentation on the following points:
  - the head of a society is the monarch or the president;
  - basic laws and human rights; public order;
  - relations with neighboring states.

*Class Exercise (Example 3):*

- You have watched an advertising video about the Ukraine that was shot for Euro 2012. Imagine you are a tour agent. persuade your clients that Ukraine is the most attractive place on Earth.

*Home exercises:*

- Develop a project-excursion on the theme "Seven Natural Wonders of Ukraine".

2) According to the form of conducting: *oral and written exercises* were aimed at improving the skills of students to perceive and produce dialogues of different types and for different situations:

- You have watched a fragment from the historical TV show "Her Majesty - Great Britain". Using video material and online resources, imagine you're a youth magazine reporter, and your friend is a UK historian. Using information from the video and your own ideas, ask him about: The most interesting facts about the history of England, find out his / her attitude towards the monarchy, what famous people in the United Kingdom he / she knows, whether he / she believes in the Stonehenge legend etc.

3) According to the degree of independence: group, collective and individual exercises were used to check the level of formation of skills and abilities of dialogical speech and their use in the process of speech activity: a) performance of test exercises; b) filling the tables with their own examples; c) interpretation of country-specific terms; d) creation of dialogues, polylogues, discussions, etc.

Let us dwell on individual exercises that must be performed on our own and focus on the communicative and creative nature of the student's activity (comparative analysis of country studies video / audio text), creation of own presentations / dialogues / discussions (the comparison of the information about English-speaking countries from the video and found individually on the Internet resources of additional facts on the topic of Ukraine).

For example: watch a video about UK rules of behavior. After viewing:

a) Make a presentation for your foreign friend how to behave in Ukraine "Rules of Survival in Ukraine". Divide the slides into two groups: what he can and what he can't do in our country - good and bad manners with video examples;

b) Imagine your friend has a school of etiquette, where students are taught good manners and how to behave in different social situations. And you are a journalist who wants to interview the director of this extraordinary institution. Make an interview about the need to teach children good manners nowadays. Use the vocabulary from the video story.

We propose to focus attention on the integrative principle of teaching foreign language, and recommend the method of projects using modern technologies as a general stage of studying the topic and as one of the approaches to the formation and development of autonomy of the student from the teacher in the process of learning English. The project simulates the situation of real life (the real integral context of communication), which combines speech and infant actions, verbal and nonverbal means of communication, visual and sound representation of events and situations.

The project method has the following features: working in small groups to find a common solution, followed by discussion: performing tasks that go beyond the curriculum, which in turn promotes the development of professional abilities of students; natural integration - basic skills and

abilities, development of intercultural competence: realization of interdisciplinary connections and background knowledge in the process of solving the problem.

We recommend a variety of project options: mini-magazines about exotic animals with articles, pictures and drawings: a project of the future home with schemes and plans; creating comics; role-playing games: "press conference", "interview", etc. Example:

- You have watched a fragment from the TV program "Heads and tails.

Contemporary London ". Using the material from the video and Internet resources, develop a project on "City 3000". Consider the following points: location, types of houses, favorable living conditions, entertainment, energy sources, etc.

To present the project in a variety of forms (speech, presentation, demonstration, exhibition, dramatization, etc.). The method of projects contributes to the formation of socio-cultural and sociolinguistic competences, develops the creative potential of students, improves their self-esteem, develops communication skills. In addition, the communicative orientation of the project method makes it possible to actively use such lingual-methodical principles of the communicative approach: practical orientation: use of the maximum number of channels of reception and processing of information; development of students' motivation; development of autonomous learning skills.

Among the methods of teaching gifted students English communication using ICT should prevail independent work, search and research approaches to the acquired knowledge, skills and abilities. The control over their training should stimulate in-depth study, systematization, classification of educational material, transfer of knowledge to new situations, the development of creative elements in their learning.

Consequently, our teaching method of teaching gifted students English communication with the use of ICT is aimed at developing the acquired knowledge of dialogical speech taking into account new achievements in improving the cognitive and communicative skills of gifted students with video / audio material. The peculiarities of our method include the combination of communicative and cross-cultural approaches in the teaching dialogical speech. Such an integrated approach deepens students' knowledge of foreign communication, improves their ability to perceive, comprehend, analyze and practice the use of dialogical speech skills.

Therefore, teaching gifted students foreign language communication has to be conducted beyond the boundaries of the generally accepted program, taking into account the specific features of the present day, the students' interests and the style of learning, one must create favorable conditions for learning; to develop and use the latest technologies, special programs that emphasize certain strengths or weaknesses of the individual; to ensure the proper content of classes, orientation to the novelty of information and various types of research, developing creative activity.

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### **ВИКОРИСТАННЯ ІКТ В НАВЧАННІ ОБДАРОВАНИХ СТУДЕНТІВ СПІЛКУВАННЮ АНГЛІЙСЬКОЮ МОВОЮ.**

У статті аналізується методика навчання обдарованих студентів англійської діалогічної мови, зміна форми проведення уроків з урахуванням явища обдарованості та використання ІКТ. Програма навчання діалогічної мови для талановитих студентів розроблена з урахуванням психологічних особливостей талановитих дітей, вікових особливостей, характеру та специфіки діалогу як типу мовленнєвої діяльності. Особливу увагу в дослідженні приділено використанню сучасних технологій (ІКТ). Експериментальна програма базується на концепціях комунікативного та пізнавального методів навчання англійської мови, дидактичних та методичних засадах викладання. Серед чотирьох основних принципів навчання англійської мови є комунікативна орієнтація; орієнтація на особистість; самоосвіта; комп'ютерно-інтегроване навчання для всіх видів розмовної діяльності (аудіювання, говоріння, читання та письмо) та нового принципу – культурологічний.

Система вправ включала в себе репродуктивні, репродуктивно-творчі, творчі (підготовчі, вступні, тренувальні, контрольні) вправи; вона була орієнтована на реалізацію всіх видів розмовної діяльності та заснована на репродуктивних і продуктивних засобах оволодіння знаннями, основна ціль якої є розвиток здібностей та навичок іншомовного спілкування старшокласників. Головна ідея нашої методики полягає у використанні аутентичного аудіо/відеоматеріалу в навчанні іноземної мови з огляду на все більший акцент на комунікативних техніках, і, як відомо, використання відео надає велику допомогу вчителям іноземних мов у стимулюванні та сприянні розвитку мовлення.

**Ключові слова:** обдаровані діти; зміст навчання; ІКТ; відео- та аудіоматеріали; технології проектів; авторські програми.

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### **ИСПОЛЬЗОВАНИЕ ИКТ В ОБУЧЕНИИ ОДАРЕННЫХ СТУДЕНТОВ ОБЩЕНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ**

В статье анализируется методика обучения одаренных студентов английской диалогической речи, изменение формы проведения уроков с учетом феномена одаренности и использования ИКТ. Программа по обучению диалогической речи талантливых студентов разработана с учетом: психологических особенностей талантливых детей, возрастных особенностей, характера и специфики общения как типа речевой деятельности. Особое внимание в исследовании уделяется использованию современных технологий (ИКТ).

Експериментальна програма ґрунтується на концепціях комунікативного і когнітивного методу викладання англійської мови, дидактичних і методических принципах навчання. Серед чотирьох основних принципів викладання англійської мови є комунікативна орієнтація; особиста орієнтація; самонавчання; комп'ютерне інтегроване навчання для всіх видів розмовної діяльності (аудіювання, мовлення, читання і письмо) і новий принцип - культурологічний.

Система вправ включає репродуктивні, репродуктивно-творчі, творчі (підготовчі, вступні, навчальні, контрольні) вправи, вона орієнтована на реалізацію всіх видів розмовної діяльності і ґрунтується на репродуктивних і продуктивних способах отримання знань, основною метою якої є розвиток здібностей і навичок діалогічної мови старшокласників. Головною ідеєю нашої методики є використання аудіо/відео матеріалів у навчанні іноземними мовами через все більшу увагу до комунікативних методів, і, як відомо, використання відео допомагає викладачам іноземних мов стимулювати і розвивати мову студентів.

**Ключові слова:** обдаровані діти; зміст навчання; ІКТ; відео- і аудіоматеріали; проектні технології; авторські програми.