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E-CONTENT AS THE MEANS OF FORMING METHODOLOGY COMPETENCE OF PRIMARY SCHOOL TEACHERS OF ENGLISH

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Abstract. The author of the article depicts the questions of using e-content as the means of forming methodology competence of primary school teachers of English and underlines that Information-communication technologies have become an integral part of modern society life in the XXI century. It is also pointed out the main reasons of using ICT technologies at the lessons of English at primary school.

Pupils grow up along with the development of modern information technologies which become a natural and constituent part of their life, for them using Internet-resources is the way to combine real-life situations with learning activity. Internet-lessons give new opportunities for using authentic learning materials, allow to connect geographically distant groups and involve them into the mutual activity, and provide new ways for conversational practice and assessing results, gives students practical experience in all four kinds of language activity: speaking, listening, reading and writing. The author offers a couple of options for creating online materials which cover a wide variety of formats and storage options and give primary school teachers an idea of the kinds of things that can be produced with very little technical knowledge. Ones of the most popular are the Discovery School Puzzlemaker (http: // puzzlemaker.school.discovery.com/) and Smile (http:// smile.clear.msu.edu) which are ideal tools for reviewing vocabulary, expanding lists of synonyms and antonyms, activating paraphrasing skills and using word definitions. The most famous authoring tools of developing e-content are Hot Potatoes and Kahoot.com. These are small Windows or Mac programmes that create web-based exercises of the following types: multiple choice, short answer, jumbled sentence, crossword, matching/ordering, gap-filling.

According to the author's experience, implementing electronic materials into the structure of the English lesson in primary school considerably increases young learners' motivation and makes them deeply involved into the process of language studying, helps to imitate real-life, authentic situations during the lesson, provides with interesting and engaging lesson-material and, as a result, activates and enhances the level of knowledge, skills and language competences of primary school pupils.

Key words: electronic materials; web-based exercises; authentic situations; ICT technologies; methodology competence; e-content.

ЕЛЕКТРОННИЙ КОНТЕНТ ЯК ЗАСІБ ФОРМУВАННЯ МЕТОДИЧНОЇ КОМПЕТЕНТНОСТІ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ В ПОЧАТКОВІЙ ШКОЛІ

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E-Content as the Means of Forming Methodology Competence of
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Анотація. Автор статті описує питання використання електронного контенту в якості засобу формування методичної компетентності вчителів початкової школи англійської мови і підкреслює, що інформаційно-комунікаційні технології стали невід'ємною частиною сучасного життя суспільства в XXI столітті. Він також зазначив основні причини використання технологій ІКТ на уроках англійської мови в початковій школі. Автор пропонує кілька варіантів для створення інтернет-матеріалів, які охоплюють широкий спектр форматів і варіантів зберігання і дає вчителям початкової школи уявлення про види програм, які можуть бути зроблені з обмеженою кількістю технічних знань.

З досвіду автора, впровадження електронних матеріалів в структурі уроку англійської мови в початковій школі значно збільшує первинну мотивацію учнів і активно залучає їх в процес вивчення мови, допомагає імітувати ситуації реального життя, забезпечує урок цікавим і привабливим електронними матеріалами і, як наслідок, активує і підвищує рівень знань, навичок і мовленнєвих компетенцій учнів початкової школи.

Ключові слова: електронні матеріали; веб-вправи; автентичні ситуації; ІКТ-технології; методична компетентність; електронний контент.

ИНТЕРНЕТ КОНТЕНТ КАК СРЕДСТВО ФОРМИРОВАНИЯ МЕТОДИЧЕСКОЙ КОМПЕТЕНТНОСТИ УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА В НАЧАЛЬНОЙ ШКОЛЕ

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Аннотация: Автор статьи описывает вопросы использования электронного контента в качестве средства формирования методической компетентности учителей английского языка в начальной школе и подчеркивает, что информационно-коммуникационные технологии стали неотъемлемой частью современной жизни общества в XXI веке. Он также отметил основные причины использования технологий ИКТ на уроках английского языка в начальной школе. Автор предлагает несколько вариантов для создания интернет-материалов, которые охватывают широкий спектр форматов и вариантов хранения и дает учителям начальной школы представление о

видах программ, которые могут быть сделаны с ограниченным количеством технических знаний.

По опыту автора, внедрение электронных материалов в структуру урока английского языка в начальной школе значительно увеличивает первоначальную мотивацию учащихся и активно привлекает их в процесс изучения языка. Эти материалы так же помогают имитировать ситуации реальной жизни, обеспечивают урок интересными и привлекательными электронными материалами и, как следствие, активизируют и повышают уровень знаний, навыков и речевых компетенций учащихся начальной школы.

Ключевые слова: электронные материалы; веб-упражнения; аутентичные ситуации; ИКТ-технологии; методическая компетентность; электронный контент.

Setting the problem and its connection with the main scientific or practical tasks. Information-communication technologies have become an integral part of modern society life in the XXI century. To follow the example of other spheres of our up-to-date life, multimedia means are being actively used in the process of education to activate studying because high level of professionalism, pedagogical skills and approaches can be regarded as the result of analyzing and generalizing the previous experience of colleagues, multiplying effective methods of teaching based on every day teaching practice. O. Konysheva [3], E. Polat [7], S. Roman [8] and others underline that the shills of observing and analyzing pedagogical process, student's need and requirements, new information and communication technologies in methodology and education are professionally important ones for every teacher. They are considered to be the base for further successful realization of teacher's research function and professional development that is a crucial requirement for the professionalism of high level.

Analysis of the latest research works and publications where the ways of solving the problem, the author based on, and pointing out the parts of the general problem unsolved before which are the main focus of the given article are observed. Development and implementation of information and communication technologies in education are under constant observation and research of the leading scientists of international organizations such as UNESCO, UNO, European Union, The Council of Europe and others. Research works of both foreign and Ukrainian scientists are also devoted to this issue: V. Bykova, V. Vember, M. Zhaldaka, U. Zhuka, I. Zakharova, L. Zabrodska, L. Kalinina, S. Leschuk, V. Lunyacheka, N. Morze, S. Peyperta, A. Pylypchuk, E. Polat, M. Reznik and many others are among them.

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The main point of primary school information process is a foreign language. According to this in the document called «Plan of improving the quality of foreign language learning» it is defined that modernization and reformation of the structure and content of school language education increase the requirements to the organization of foreign language learning. Besides, prominent researchers on the foreign language learning methodology at primary school O. Kolominova and S. Roman underline that in the context of these requirements realization «the main importance should be paid to the question of modern technologies as the means of supporting communicative language, social and cultural development of learners on their way of achieving the aims as it is set in the state documents in the field of foreign language learning in comprehensive secondary schools» [2, p. 40].

The questions of implementing information technologies into the process of foreign languages learning in pre- school and primary school are researched by the following Ukrainian and Russian scientists: U. Bukhareva, N. Yalska, O. Kolominova, Z. Nykytenko, S. Roman, L. Tsvetkova and in secondary and senior school - by I. Bim, M. Vaisburd, A. Vetohov, V. Yatalska, L. Zenya, I. Zymnya, T. Saharova, V. Kopylova, S. Nikolayeva, E. Polat, T. Polypova and others. But in many works the main attention is mainly paid to the general question but more detailed aspect of foreign language learning are stayed unobserved.

Because of the reasons mentioned above a teacher of primary school faces the problem of unsuitability of the competences obtained at university with the real life demands of contemporary learners as for learning a foreign language. The researcher S. Lytvynova depicts that «…studying in secondary comprehensive schools demands the model based on the principles of didactics and ICT technologies combination that leads to the creation of On-line interactive studying surrounding» [4].

So the problem of using innovative Internet technologies in the process of English language learning can be regarded as an actual one. Learning materials which are based on computer programs play an important role at the lesson of English at primary school. But rapid transformation development of ICT technologies dictate new requirements to their implementation in a secondary school because they become the main part of language education reformation.

To point out the actuality of the chosen topic the range of reasons can be pointed out to prove the fact that e-materials and e-text books which are based on

the web-site will become the base for some English lessons in Ukraine at the nearest time:

- pupils grow up along with the development of modern information technologies which become a natural and constituent part of their life, for them using Internet-resources is the way to combine real-life situations with learning activity;

- Internet-lessons give new opportunities for using authentic learning materials;

- Internet allows to connect geographically distant groups and involve them in the mutual activity;

- Internet-resources provide new ways for conversational practice and assessing results;

- using ICT gives students practical experience in all four kinds of language activity: speaking, listening, reading and writing.

Formulating the article aim (setting the tasks). In the connection with everything mentioned above, the aim of the article is to define the using ICT technologies such as electronic materials in the process of foreign language learning that gives a teacher an opportunity to present learners with new opportunities for authentic tasks and material, offer excellent opportunities for collaboration and communication between learners, use English in technologically mediated context. Basing on the own experience we would try to demonstrate the most effective ways of producing and implementing electronic materials as a part of class and home work with the aim to activate student's knowledge and skills.

The main research material presentation accompanied with the full background of the obtained results. Referring to electronic materials creation, informational resources, exercises and activities that primary school teachers create by themselves and which their students use on a computer as web-page or CD-ROM content, or even printed from will be considered in the article. The production of these materials may include working with external web-pages, using web-page design skills, using of small programs on the own computer or more complex CD-ROM production software. The choice of tool will be determined not only by the kinds of materials primary school teachers want to produce, but also by the time available for lessons preparation and the resources

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at their disposal. The given article will be mostly concentrating on simple web-based materials suitable for implementing into primary school pupils teaching.

There are many reasons why teachers of English desire to build their lesson on using their own electronic materials in class. The first point which should be taken into account is to provide extra practice for weaker learners, and revision, consolidation and review exercises for group learners. The second reason for creation the own set of electronic materials is to build up a collection of resources with the particular learners need in mind. Teachers will start to generate a large bank of supplementary materials which can be used in class of for self-study at any point in their future teaching practice. During the lesson these kinds of electronic supporting materials can provide a change of pace and can be highly motivating for pupils to become involved in the lesson process more actively. Learners often enjoy the chance of competing against the computer with these kinds of discrete answer exercise types. If the exercise given is focused on feedbacks, teachers can aim to check which language areas learners have had problems with and offer additional practice materials.

In case of a large school or a network of teachers, a more collaboration project, building up a wide range of digital resources which are then shared between group members over a server can be set up. These may be adaptations of existing print materials in some cases, or creation of completely new exercises. Let us regard some samples presenting elementary grammar, vocabulary, spelling exercises from the sites.
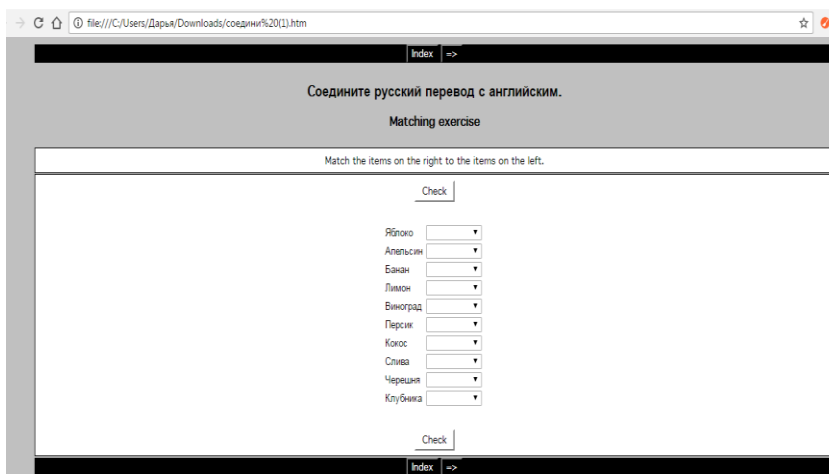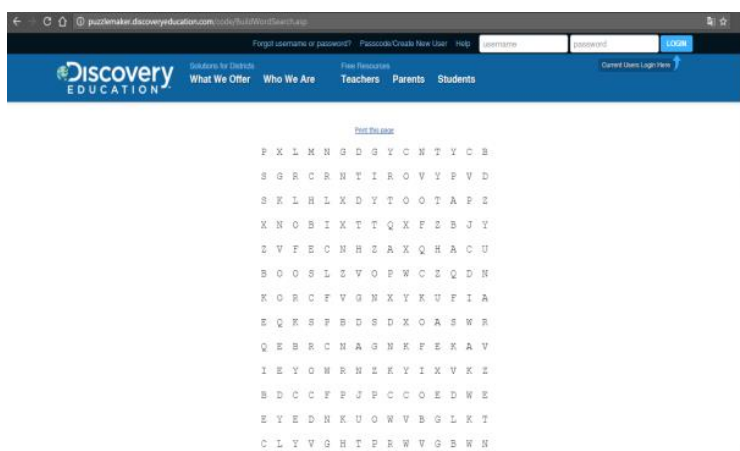

1) A sample elementary puzzle on fruit where learners highlight the names of the fruit they know to review their vocabulary.
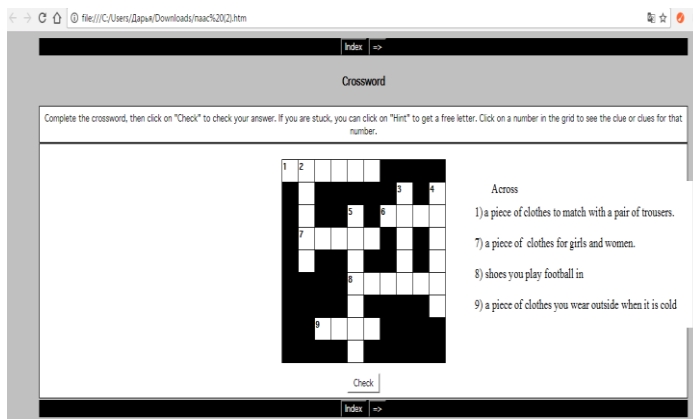
2) A part of a sample elementary crossword on clothes with clues down the right hand side of the quiz grid itself. Learners type one letter in each gap in the grid. They can be offered to complete the crossword by themselves.

3) A sample elementary matching exercise on fruit where learners should identify Russian words with their English equivalent.

With the ready availability of web storage these materials can be uploaded to a central repository such as a wiki-based solution which might be the ideal option, as it allows all contributors to work towards a final resource based on the «rough copies» provided by the contributors, which can be added to and refined until the group of participants is happy with the end result.

One of the easiest ways of getting started in creating electronic materials online is to use some of the simple exercise generators which can be found online. One of the most popular is the Discovery School Puzzlemaker (http: // puzzlemaker.school.discovery.com/). Puzzle makers are ideal tools for reviewing vocabulary, expanding lists of synonyms and antonyms, activating paraphrasing skills and using word definitions. In addition, you can give your students the opportunity to prepare word quizzes themselves using these tools. Another useful tool is Smile (http:// smile.clear.msu.edu). This tool allows future primary school teachers to create a free account in which to manage pupils an online bank of exercises. Here pupils can choose from multiple choice, true/false, drag and drop, sentence mix, paragraph mix, cloze and multiple select. Activities are created

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online and can be done by pupils entirely online, although some, such as close texts, are suitable for printing out and doing offline. One of the major advantages of a site like this is that it allows teachers to build up a manageable collection of exercises, making it easier to address the individual problems of particular learners. This will help to give your pupils an idea of why they are being introduced to these materials, and also give them a good overview of what they are covering online. Another resource to produce electronic materials is an authorizing tool which is an installable program that allows to create materials in electronic format. Authoring programs are used to make not only CD-ROM based reference tools but also more simple resources like information leaflets, brochures, handouts and interactive exercises.

The most famous authoring tools develop e-content are Hot Potatoes and Kahoot.com. These are small Windows or Mac program that create a variety of exercises and can be downloaded for educational purposes (http://hotpot.uvic.cal//). These programs will be installed on a computer and allow to create web-based exercises of the following types: multiple choice, short answer, jumbled sentence, crossword, matching/ordering, gap-filling.

The programs allow to include audio file in MP3 format and will even allow to store pupils exercises so that they can be accessed with an Internet connection. Hot Potatoes program requires the following ten steps to be activated: 1) installing the program, 2) finding it in a program folder, 3) choosing one of the tools from the front page, 4) clicking on the function JQuiz to get started, 5) putting the title of the exercise, 6) formulating question 1, 7) offering multiple-choice option to the question, 8) giving the feedback to every question and marking the right question, 9) clicking up the arrow next to Q1 on the screen and adding a second question with answers and feedback, 10) continuing doing this until you have made your quiz.

Once you have created a set of exercises, you can package them all together using «The Masher». This utility is accessed from the start page of the Hot Potatoes program which will guide you through linking a set of individual items into a small learning package, with full navigation between the various elements. You can then distribute these on discs, or memory sticks or CD-ROMs, or put them on a website if you or your school has one.

Another area to explore electronic materials, and a move away from straightforward test and practice exercises, is the creation of interactive stories where learners read scenarios and then make choices to decide what they will do

at certain key points. These are excellent for reading comprehension practice or as small-group discussions that encourage collaborative and critical thinking skills. They encourage learners to develop a wide range of skills from listening to debating, agreeing and disagreeing and making points and supporting them. Since these are basically text-driven activities, you should be able to produce them for any level. You can see some examples of typical interactive stories (or reading mazes) here (http: // www.halfbakedsoftware.com/quandary/version_2/examples/).

These are just a couple of options for creating online materials. Indeed the area of online materials covers a wide variety of formats and storage options. Exploring various sites and programs (http://www.clarityenglish.com/, http:// cict.co.uk/sofware/textoys/index.htm/, http://ww.quia.com/subscription/) will help to give primary school teachers an idea of the kinds of things that can be produced with very little technical knowledge. They will be useful to consider and create various options for producing electronic materials and learn how to produce them.

Conclusion. Producing electronic materials has become an integral part of forming methodology competence of future teachers of English in primary school. Training for teachers in the creation and use of a complex tool is rather important to ensure effective operating and implementing e- materials. It should be pointed out that there is no point in school multimedia equipment if the teachers are unsure of how to look at the ways of using e- content both during class time, and as a self- access tool, how to examine the advantages and disadvantages of computer-based learning and how to consider electronic portfolios and computer- based testing for diagnostic and progress learning. Meanwhile, according to the author's experience, implementing electronic materials in the structure of the English lesson in primary school considerably increases primary learners motivation and make them deeply involved in the process of language studying, helps to imitate real-life, authentic situations during the lesson, provide with interesting and engaging lesson-material and, as a result, activate and enhances the level of knowledge, skills and language competences of primary school pupils.

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