

В данной статье речь идет о необходимости привлечь внимание к проблемам изучения французской грамматики. Автор рассматривает само понятие грамматики, разные ее виды, объясняет необходимость разъяснения данного вопроса ученикам. Рассматриваются также аспекты изучения грамматики с точки зрения ее исторического развития, приводятся примеры аспектов, которые изучаются разными видами грамматик. Автор анализирует точки зрения разных ученых.

Ключевые слова: рефлексивная деятельность, контекстуальная грамматика, структурированная грамматика, генеративная грамматика, дедуктивная грамматика, теоретическая грамматика, практическая грамматика.

Shavva T. Yu. To the Study of the Education of the French Grammar

This article is devoted to the research of the necessity of drawing attention to the problems of education of the French grammar. The author presents the meaning of the grammar, its different kinds, explains the necessity of clarification of this question to students. The aspects of grammar study from the historical point are analysed, the examples of the aspects which are studied by different kinds of grammar are given. The author clarifies the views of different scientists. The term “grammar” is used according to the choice of the object, the direction and the goal of the study. The difference between the theoretical and practical grammar is described in the article. The explanation of the formal and structural grammars is presented. The author describes the peculiarities of grammatical system of the French language in the aspect of content, realisation and function.

Key words: reflexive activity, contextual grammar, structural grammar, generative grammar, deductive grammar, theoretical grammar, practical grammar.

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S. O. Surgai

VIRTUAL LEARNING SPACES IN LEARNING ENGLISH

Students already use technology to support their learning; most of them are digitally literate, if not digitally native. They gather information, collaboratively do their homework, share opinions, digitally process the products of their work. Although they are ready to take up the challenge of the

educational process taking place in virtual space, the educational system seems to be barely scratched by technological influence. Educators need to help the students find the way through the maze of cyberspace, to guide them in the appropriate use of technology, to help them develop indispensable higher order skills such as critical thinking and analysis, ability to evaluate, classify, make inferences, define problems, and reflect.

G. Conole [1] states that there is no pedagogy or unifying theory underpinning personalized and technology-enhanced learning. The closest theory which can be taken into account is constructivism. However, M. J. W. Lee suggests that the theory which seems to form a sound theoretical background for the fusion of personalization and introduction of technologies is Person-Centered Teaching and Learning theory created by Carl Rogers [1]. He states that the facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal *relationship* between facilitator and learned. His approach emphasizes inability of teaching another person directly, perceiving facilitating her/his learning as the only way to help the client/student in the learning process.

To achieve the necessary shift from the transmissive approach in education to one which will enable to fulfill the modern demands, we try to put a theoretically grounded theory embracing personalization, lifelong learning, and the use of technology into practice.

Our intention is to create a system (s)/model(s)/example(s) of blended learning environment(s) which can be easily applied and which will enrich learning/teaching of English with 'added values.' By 'added values' we mean all the benefits which are brought into learning by the use of ICT technologies, especially Web 2.0: developing ICT skills, thus narrowing a digital divide, developing the ability to collaborate, preparation for lifelong learning, and so on [2]. Web 2.0, meaning blogging, wikis, forums, user generated content, online communities and social media, is giving a chance to develop and support creativity, giving way to new and intensive communication tools letting students learn how to collaborate and cooperate.

Modern researchers distinguish Virtual Learning Environment (VLE) and Personal Learning Environment (PLE). VLEs, which are organization centered spaces, are systems designed to support teaching and learning in an educational virtual setting [3]. The system comprises a software package that is «configured to allow the educational process to occur in an online situation». VLE allows an instructor to create a course with its syllabus and necessary materials and resources, helps to organize not only the content of the course in appropriate modules but with an institutional learning environment. The instructor can follow the students' progress on assigned work, set up tasks, give and deny access to different components of the course, manage tests and exams. S/he can *create the materials both for the use in VLE and during face-to-face classes*. VLE allows the students of distance learning courses to attend classes in most convenient moments in their lives. The lectures and assignments can be viewed many times, and the student can contact the

instructor if s/he has any questions and doubts in any form that is most appropriate for him/her, synchronously or asynchronously, for example, via e-mail, interactive chats with the instructor and other students, or one-to-one online chats with the instructor [4].

Personal Learning Environment, which are person-centered settings, is an open system, interconnected with other PLEs and with other external services; it is an activity-based learning environment, user-managed and learner-centered. A PLE is a concept rather than specific software, a group of techniques and a variety of tools to gather information, explore and develop relationships between the pieces of information [5]. PLE serves multiplicity of purposes and does not contain rigid modules, allows the users to be the authors of the content and communicate more with the outside world, and, in comparison with VLE, seems to be more flexible and student-oriented.

Thus we made an attempt to join VLE and PLE into a Shared Learning Environment aimed at extending the learning, teaching and research opportunities of the institutional VLE and realizing the potential of Web 2.0 technologies to support and enhance learning and research. We called it Classroomized Learning Space to distinguish it from formal and personal VLE. The decision was to allow the space to develop in accordance with the learners and the teacher's needs as they came up. Moreover, although discussions with students revealed a general opinion that social networks form a part of their social life and are entirely separate from their university activities, we hoped for partial integration of their social and private cyber-life with the university one.

The main elements that form Classroomized Virtual Learning Space are classblogs, Virtual Learning Environment, and wikis. In this article we will share our experience as for classblogs.

A blog, used as a base, which is a Computer Mediated Communication tool, allows people to publish their thoughts, ideas, daily life events, etc. in a form of regular entries on a web page. They are generally divided into three columns, from which the middle one is occupied by the texts produced by a blog owner, and on both sides, there are archives, blogrolls — links to blogs written by other people, links to resources or websites the author finds interesting, lists of various categories, etc. The tutor blog is set up by a teacher for her/his learners to provide them with reading practice, either by publishing reading tests or guiding the learners to external sites containing interesting material. It can also serve as a place to publish tasks for the classes, syllabuses, and all the material for self-study. The student or learner blog is aimed at supplying the students with a forum for individual expression in writing, both in the form of posts and/or commentaries. The class blog, with entries of all the students being the result of collaboration over projects and homework assignments, is a place for discussion and a medium for developing writing skills. Blogs are an example of social software characterized by the following features: blogs can be initiated and conducted by teachers and/or learners, they

can connect communities of learners, and their content can be created by both teachers and learners, individually or collaboratively [6].

For very practical reasons, we decided not to ask the students to start their individual blogs as we assumed we would not be able to supervise all of them – approximately 80 individual blogging spaces – and consequently and systematically assess them. First, the idea behind starting classroom blogs was to display writing assignments and document the work done by the teacher and students, which can be seen by other students, teachers, and parents. Then, when the students felt comfortable with managing their blogs, they started introducing multimedia elements, such as photos, pictures drawings, to make it more attractive for the potential reader and to present themselves on a digital vanity fair. The awareness of the presence of such potential readers motivated the learners to work harder and do their best to achieve the text quality worth publishing. The use of weblogs in the experiment enhanced reading and writing skills as well as developed the sense of ownership and creativity among the learners. Slowly and gradually, the class blogs begin to perform a display function for the artistic products of learners, for example, static subpages presenting their drawings and sketches. What makes blogs special, apart from the possibility of revealing the products of writing to the public, is the chance of interaction with the readers by receiving comments on the issues published on a blog. The comments may become an essential part of blogging, leading to the discussion and exchange of opinions, giving the writer satisfaction of being read and discussed. In a class blog, such comments may become the valuable part of developing writing skills, but because the class blog posts are not the private thoughts or opinions presented by the students, they do not feel the need to comment them, which in a way limits the possibilities a blog gives to the students. There are, however, ways to encourage the learners to develop such read/write connection, which is posting comments to read texts. You may introduce the tasks where the students should comment on at least two other students' postings. The future intention is to introduce either exercises or topics that will help to encourage the students to express their opinions freely on the blogs.

Although the idea of publishing written assignments seemed to be quite interesting, after some time, we decided to enrich our classblog work with other more interesting forms of expression. The classblog was connected to YouTube and SlideShare, which allowed publishing films and PowerPoint presentations made by the students. To protect privacy of the students, all the films were shared privately and can be watched only via the classblog.

Next, the need appeared for a kind of noticeboard within classroom blogs to store and display information required at a given moment; added static subpages contained announcements of forthcoming tests, homework and important events, elements of grammar (for example: some advice plus sentences to translate), vocabulary lists to learn (both thematic and selected from coursebook units), topics to write and discuss for final exams, basic info about exams themselves.

Consequently, the next step was to add a page/blogroll with the links leading to sites the students can find useful, such as links to a couple of online dictionaries, like Cambridge online dictionary, Oxford online dictionary, Urban dictionary. The students needed to be aware of the multiple options online dictionaries offered together with their varied applications, such as mobile dictionaries or MySite Dictionary which is powered by Cambridge Dictionaries Online and gives a search box and/or double-click instant definitions.

To compensate for the lack of reading components, or rather, authentic reading texts, the blog was connected to the websites where our students could find interesting tests on their level (both intellectual and linguistic) and find answers to the questions given to them as their homework. The fascinating examples of such pages are National Geographic site and BBC site where one can read, watch, and listen to authentic language.

The project was launched at the Volodymyr Dahl Eastukrainian National University in 2012/2013 and, so far, has taken the form described above. We started with www.wordpress.com. The Classroomized Virtual Learning Space helps students practice all language skills (writing, reading, listening, speaking) and learn about grammar, vocabulary, pronunciation, shows the students interesting places, and serves as a meeting point. In addition to language practice, it involves the students in the activities developing their ICT skills. The students have used Windows Movie Maker and YouTube service, prepared PowerPoint presentations with Microsoft Office PowerPoint and other programmes, managed classblogs, learned English IT vocabulary, and practiced their online dictionaries skills, all that in an attractive and motivating form encouraging the learners to present the products of their work to larger audiences and stimulating their creativity. The next step in the project will be to investigate if and to what extent such a form of learning/teaching process influences the progress of students in learning the language, managing ICT environment, bridging the digital divide and motivates them to further development.

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Сургай С. О. Віртуальні навчальні простори у вивченні англійської мови

Стаття описує проект по створенню блогів з метою направити студентів на належне використання Інтернет технологій і допомогти їм розвивати свої мовні навички. Проект був запущений в Східноукраїнському національному університеті імені Володимира Даля в 2012/2013. Класифікований навчальний віртуальний простір допомагає студентам практикувати всі мовні навички, а також вивчати граматику, лексику, вимову і є місцем зустрічі. На додаток до мовної практики, воно залучає студентів до діяльності по розвитку їх навичок в галузі ІКТ.

Ключові слова: віртуальний, Інтернет технології, блог, міні-проект.

Сургай С. А. Виртуальные учебные пространства в изучении английского языка

Статья описывает проект по созданию блогов с целью направить студентов на надлежащее использование Интернет технологий и помочь им развивать свои языковые навыки. Проект был запущен в Восточноукраинском национальном университете имени Владимира Даля в 2012/2013. Классифицированное обучающее виртуальное пространство помогает студентам практиковать все языковые навыки, а также изучать грамматику, лексику, произношение и служит местом встречи. В дополнение к языковой практике, оно вовлекает студентов в деятельность по развитию их навыков в области ИКТ.

Ключевые слова: виртуальный, Интернет технологии, блог, мини-проект.

Surgai S. O. Virtual Learning Spaces in Learning English

The article describes the project of creating classblogs aiming to guide the students in the appropriate use of Internet technologies and to help them develop their language skills. The project was launched at the Volodymyr Dahl Eastukrainian National University in 2012/2013. The Classroomized Virtual Learning Space helps students practice all language skills and learn about grammar, vocabulary, pronunciation, shows the students interesting places, and serves as a meeting point. In addition to language practice, it involves the students in the activities developing their ICT skills. The students have used Windows Movie Maker and YouTube service, prepared PowerPoint presentations, managed classblogs, learned English IT vocabulary, and practiced their online dictionaries skills, all that in an attractive and motivating

form encouraging the learners to present the products of their work to larger audiences and stimulating their creativity.

Key words: virtual, Internet technologies, blog, mini-project.

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А. С. Ушаков

СУЧАСНІ ПІДХОДИ ДО ВИКОРИСТАННЯ МУЛЬТИМЕДІА У СТВОРЕННІ ІНШОМОВНОГО НАВЧАЛЬНОГО КОНТЕНТУ

Динамічний прогрес інформаційних технологій обумовив у сучасному суспільстві необхідність внесення змін до навчального процесу вищої школи, розробки нових інформаційно-комунікаційних технологій (ІКТ), активної модернізації професійної підготовки фахівців різних спеціальностей, впровадження інноваційних технологій. Одним із провідних засобів навчання на сьогоднішній день стали мультимедіа.

Починаючи з порубіжжя XX-XXI ст. в Україні відбувається створення нової системи вищої освіти, орієнтованої на входження до світового освітнього простору. Впровадження ІКТ є пріоритетним напрямком реалізації державної освітньої політики (Закон України «Про Основні засади розвитку інформаційного суспільства в Україні на 2007-2015 роки»). Педагогічна теорія і практика навчально-виховного процесу у ВНЗ характеризується суттєвими змінами, фактично відбувається заміна освітньої парадигми, пропонується новий зміст, інші підходи, інший педагогічний менталітет.

Вивчення іноземних мов на всіх рівнях, від дошкільної підготовки до вищої школи, регламентується такими документами, як Державний стандарт базової і повної освіти, Національна стратегія розвитку освіти в Україні на 2012-2021 роки, Національна доктрина розвитку освіти в Україні, Загальноєвропейські рекомендації з мовної освіти тощо. Вони являють собою своєрідні орієнтири в розвитку методичної науки XXI століття та реалізації неперервної мовної освіти. За цих умов викладачеві необхідно орієнтуватися у різноманітті сучасних інноваційних технологій, підходів, ідей.

Аналіз наукової педагогічної літератури дає змогу визначити, що окремі психолого-педагогічні аспекти застосування сучасних інформаційних технологій мультимедіа у навчальному процесі висвітлюються у дослідженнях В. Ю. Бикова, М. І. Жалдака, Н. В. Клемешової, О. В. Співаковського, О. М. Спіріна та інших. У своїх наукових працях дослідники висловлюють думку про те, що мультимедійні технології дають змогу перетворити їх на потужний засіб