

більше технічних переваг та економить на друкованих матеріалах. Також слід зазначити, демократичність дистанційного навчання, оскільки освіту можна отримати в будь-якому вузі світу.

Комфорт і свобода у випадку з дистанційною освітою вимагають більшої самодисципліни, ніж очне навчання, тому можуть стати певним недоліком такого виду навчання. Деякі студенти припиняють вивчати іноземну мову, гадаючи що дистанційне навчання загалом – пуста справа. У випадку з дистанційним навчанням слід пам'ятати, що воно вимагає додаткового розвитку відповідальності та самоконтролю.

Серед мінусів слід підкреслити відсутність «живого» спілкування, неповторного студентського середовища; нестачу спеціальних комп'ютерних знань; брак професійного технічного забезпечення тощо.

Зважаючи на вищезазначене, переваг дистанційного навчання значно більше, ніж недоліків. Отже, дистанційна форма освіти дозволяє вчитися вдома за зручним графіком і у найбільш комфортних умовах. До того ж контроль знань при такій формі навчання також може здійснюватися дистанційно – студенти готують наукові роботи, проходять електронні екзаменаційні тести, складають іспити викладачам через відеоконференції тощо. Застосування інтерактивних технологій на занятті з іноземної мови передбачає активний творчий процес співпраці викладача та студентів, а також стимулює пізнавальну активність на занятті та після нього.

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#### **DISTANCE LEARNING: WAYS OF MOTIVATING STUDENTS**

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Distance education becomes one of the fastest growing approaches in higher education in Ukraine. This trend brings various changes and challenges to academic study. The ongoing efforts made by English teachers and various challenges they face in meeting distance learners' needs are great, however, there are a lot of engaging devices which are aimed at solving different tasks at English on-line lessons. Different examples of how various teaching devices may be employed for distance learners have been offered in this article.

Online conversation lessons help students improve their listening and speaking abilities if the teacher provides them with a good listening environment, chooses subjects that interest the students and uses special exercises to develop their skills and motivate students' desire to study English.

Most students study English because they believe it will benefit them sooner or later. They see English as a means to earn more money, to fulfill certain education requirements, to travel abroad, to gain access to the culture of English-speaking nations, to meet more people.

Though students' initial motivation may be quite strong, under the strain of learning English with all its complexities of pronunciation, syntax and vocabulary, their motivation may fade. That's why a primary responsibility of an English teacher is to revive motivation. Otherwise students will fail in their attempt to bridge the gap in the communicative phase of language learning, and their hopes of speaking English fluently will never be realized.

Important sources of motivation are those which reinforce the students' desire to learn a foreign language. E. Stevick pointed out four major classroom sources of motivation:

1. *The joy of discovery.* Students find it exciting to discover something about a new language by themselves. If the teacher directs his students to the point where they make a discovery about English rather than having it all explained to them, the benefit is more lasting, as the students are stimulated to make further discoveries.

2. *The satisfaction of control.* Mastering new language material provides the students with a feeling of confidence and accomplishment, which sustains their enthusiasm.

3. *The joy of remembrance.* When the students sometimes return to some material from an earlier stage of their language program, they have a chance to do something they already know well, and in this case to have some psychological rewards. Moreover, they realize how much progress they have made.

4. *The elation of use.* If the teacher can provide some way for students to use English outside the classroom, whether through the contact with native speakers or writing to a pen pal in English, then they are provided with the best source of motivation – the elation that comes from truly communicating with native speakers.

5. Motivation is crucial to the success of directed conversation practice where students are involved into true communication. Motivation makes the students want to converse. W. Rivers underlines the fact that motivation to communicate should be aroused and fostered by the interest of the task proposed for the students concerned. Such interest is followed by a genuine communication from one person to another, that is conversation, which can be defined as the informal interchange of thoughts and information by spoken words.

6. Any conversation is composed of two activities: speaking and listening, when the interlocutor listens carefully to the speaker and makes a coherent response to the speaker's utterance. He/she also fixes in his mind the information he/she considers useful to remember. An English conversation practice should be a time when everyone has a chance to talk, and also to master his/her listening skills.

There are a lot of popular activities which stimulate students to use their newly acquired English. Dialogues, improvisations, plays – are forms of role-playing, which is an engaging device involving students into conversation. All these devices can be employed at on-line English lessons too. For example, students have a task to create **dialogues** on the definite topic – a short conversation between two people- where they can improve not only pronunciation, grammar and memorization practice, but also communicative skills.

The teacher's task is to turn this task into free communication, bringing more reality by introducing variations on specific dialogue lines. Students may give an answer consistent with reality or sharing their own experience. The teacher may have his students suggest different exchanges, which would be a logical addition to the conversation. It can also be the task to paraphrase some lines of the dialogue, or to have two students perform the conversation on their own. For instance, these may be dialogues, focused on everyday situations (going shopping, discussing hobbies, visiting popular places), or based on a specific grammar point : - *Have you ever been to ... ? – Yes, I have been there many times./ - No, I have never been to...* . The task may be to clarify the meaning of a specific word or expression: - *What do you call the place where you can borrow books? – A library. – Who works there? – A librarian*) You may ask students to express very strong emotions, for example to discuss successful passing the examination and express your elation, or to apologize to your friend for having lost his expensive book. Students may highlight specific cultural traditions and customs of a definite country, or suggest humorous riddles.

**Jokes and riddles** can serve as short, simple dialogues for listening and speaking practice at on-line lessons with students of different ages and proficiency levels. They are highly motivating because they give students a reason to listen, guess and laugh:

*-What question can't be answered by you? – Are you asleep? However, when presenting humorous material, the items with universally known elements should be chosen: - How does an elephant get out of a telephone booth? – I don't know. – The same way he got in.*

Also teachers can help their students by presenting key words or phrases on the screen, or to explain that some words or phrases sound the same (or almost the same) but have different meanings: *- How can you tell when an elephant is going on vacation? – I don't know. How? – He packs his trunk.* («Trunk» has two meanings: 1) the long nose-like part of an elephant; 2) a large rigid piece of luggage).

Certainly, students should not use puns or riddles offensive to anybody (riddles, concerning appearance, nation or religion). This kind of exercises challenges the students to express themselves in an imaginative way while remaining within the general form of the dialogue.

**Improvisation** is also a very good conversational technique in distance learning. It is a dramatic hypothetical situation in which two speakers interact without any special preparation. English students working with improvisations use the language in an inventive and entertaining form. However, improvisations demand a high degree of language proficiency and imagination, they should be used with advanced-level students. The situation should be clearly stated, easy to act out, and to have a dramatic story twist. When students are fairly fluent in English, they are able to create an interesting conversation around the situation and even complete it with appropriate facial expressions and gestures. This kind of conversation practice is fun for the participants and entertains the rest of the group who serve as the audience.

These situations should be simply stated and challenging to the students' creativity. The teacher may select the ones he thinks his students would enjoy acting out. For example:

1). *Your friend asks you to return the book that you borrowed from him several months ago. At first you cannot remember what you did with it. Then you explain why you kept the book for such a long time.*

2). *You are walking downtown with a friend of yours. Suddenly you remember that you have left some meat cooking on the stove at home.*

3). *You have bought a sweater and left it in the store by mistake. When you discover it is missing, you return to the store and ask the clerk if he has seen it.*

4). *You bought a lottery ticket and left it in your coat pocket. Your wife doesn't know the ticket is there and she gives the coat away because it is so old. Later on you learn that you have a winning number. You ask your wife for the coat.*

5). *Your house has been robbed. You call the police. When the policeman comes, he asks you a number of questions.*

The teacher may also ask his students to create their own situations and suggest the enactment to their fellow students. The performers should begin the improvisation immediately. The students may want to have time to prepare for the improvisation, but the teacher should explain the benefits of working out the conversation in a spontaneous manner, with no rehearsal, which is the main purpose of the improvisation exercise.

The students will probably be surprised by how well the conversation turns out. Even though a few pronunciation and grammar errors may occur, the conversation will most likely be coherent and entertaining with appropriate emotions and gestures. Certainly, the teacher should not interrupt or correct a student when he is involved in the improvisation, otherwise he may become unable to proceed with his spontaneous speech. Instead, the teacher can take notes during the performance and discuss the mistakes afterwards, pointing out the correct forms that were to be used.

Due to such improvisations, students will soon be able to create more meaningful, natural conversation in English. This device is also helpful to get over their shyness in speaking English, besides providing rewarding communication activity for speakers and listeners.

Students may also enjoy participating in **debates**. They speak more fluently during a debate if they can represent their true feelings on an issue, speaking either on the «pro» side of an issue or on the «con» one. Teachers should have his students defend their actual opinions on an issue, this way the debate will be more satisfying and entertaining for learners. After the teacher describes the debate topic, he asks which students would like to be «pro» and which «cons» and then selects an equal number of students to speak on each of the two debate «teams». The students should have sufficient time to prepare their arguments, then they speak from their notes, but they should not read their presentation. After every member has presented his point of view and the team has summed up the opinion, class members in the audience can ask questions people on either team.

In choosing a debate topic for English conversation practice the teacher should find a subject that has elements of controversy but does not arouse uncontrollable emotions. For example, the following topics may suit to conversation practice:

- 1) *All schools should be co-educational.*
- 2) *A universal language is possible.*
- 3) *Distance education versus usual one.*
- 4) *Childhood is the happiest time of life.*
- 5) *It is better to marry for love than for money.*
- 6) *The younger generation knows best.*
- 7) *Television does children more harm than good.*
- 8) *Civilization brings happiness.*
- 9) *The educational system should be reformed.*
- 10) *Man should continue space exploration.*

Some other tasks can be suggested for mastering communicative skills, for example, **making questions**. First, the teacher prepares short-form answers for five questions that can be answered by listening to the recording of a short audio or video recording of factual nature. S/he presents on the screen the answers to questions that can be asked concerning the listening task, e.g.: *It's quite possible; That seems very unlikely; Definitely not; It may sometimes happen, etc.* After listening for the first time, the students are informed that they must make up questions for the answers on the screen. The students have some time to write down their questions and then listen to the recording once more in order to check their questions and correct them if necessary. Then individual students are asked to read his/her question that corresponds to an answer on the screen. In such way the students revise grammar and active vocabulary, master listening and speaking skills.

Another task is also very entertaining for students who study the topical vocabulary «Students' Holidays». They are asked to recall their favourite holiday through their five senses: the smells, the sounds, etc. Then they recollect the location of their holidays: at the seaside, in the mountains, in the countryside, in the city or in the village. They should state several necessary conditions for a perfect holiday in such a location. For example, a holiday in the mountains may require: *dry snow, no ice, blue skies, good boots and sunglasses, good companions*. Then students take it in turn to point out the possible dangers or pitfalls of their partner's holiday, using their «necessary conditions» as a guide. The other person has to suggest precautions they would take to avoid these problems. E.g.: «- *What if you break your leg while you are skiing? – I'll make sure I have full insurance before I go*». Any unresolved problems can be discussed with other precautions being suggested.

This activity can be also used as a grammar exercise by giving a model before they start discussing possible dangers. For example, the teacher may ask them to make exchanges using first conditionals: «- *What will you do if the snow is horrible and wet? It will be impossible to ski! – No problem, I'll take lots of different waxes with me*».

One more useful activity is «*Emotions Task*». The teacher asks his students if they know the meaning of the words describing emotions (both positive and negative), for example: *joy, fear, excitement, hate, affection, grief, sadness, triumph, passion, shame, terror, worry, relief, love,*

*pity* and s. o., which are presented on the screen. Then the teacher has the students think of different events from the first ten years of their life. They are asked to divide these memories into pleasant, unpleasant, or neutral ones. The words from the above list can help to describe these experiences. Students ask each other questions on these events from their childhood and share their emotions.

Later, the teacher may continue the discussion by getting the students to identify the emotions felt by people in news photographs (these photos should be prepared beforehand and shown on the screen): the sportsman's joy winning at the competition or someone's sorrow when being defeated, or the grief of an earthquake victim, and students share their suggestions.

The next activity is «*Nice People*». First, the students see on the screen the adjectives with positive connotations are given, e.g.: *artistic, capable, cheerful, dependable, easygoing, efficient, flexible, generous, happy, intelligent, loyal, outgoing, perceptive, rational, sensible, sensitive, thoughtful, unselfish, versatile, witty*. Then, the unknown words (if any) are explained by the teacher and the students start working. The task is to choose three adjectives for each person in class, for themselves, or for the teacher (if he likes). The students give their impressions of one of the students. After that, the teacher asks the students who were described what they think about their classmates' choice of adjectives.

Similarly, «*Man's Character and Mood*» can be discussed. The students get the task to discuss what factors can cause a person's mood to change. One of the factors may be weather. Students are asked to discuss the preferences with their partners: what is their general mood, what they like or don't like to do in this or that kind of weather. For example, in rainy weather, one student is lazy and relaxed, he likes to read a good book and doesn't like go shopping. His partner may disagree with him, stating that he is usually calm and happy in rainy weather and likes to walk in the park but he doesn't like to go to his studies. If the weather is windy, one student may report that his mood is adventurous and he likes to fly kites but he doesn't like to be in a plane in such kind of weather. The partner may agree with him, or may present his preferences, stating, that he feels creative and is fond of watching the sea and painting the nature, however, he hates going on picnics.

When the conversational topic of the lesson is «*Good Teacher*», the teacher can use the following activity. On the screen the students see ten qualities of a good teacher. The task is to rank them in order of importance. For example, while discussing *Maintaining Discipline*, some feel that this quality is the most important and it is in the first place, others are sure that discipline occupies the second place, and so on. The final result shows the spread of opinion and clusters of similar rankings.

At the next stage each quality is discussed in turn and students who give it a high or a very low ranking are called to explain why. The teacher asks them to be able to prove their point of view and to give examples to back up their statements.

Here are the ten qualities of a good teacher, which should be ranked by students:

1. *Keeps in contact with the parents of his/her pupils & lets them participate in the life of the school (primary or secondary school);*
2. *Is able to maintain discipline & order;*
3. *Allows the students share his/her own life with all its ups & downs;*
4. *Works hard to remain up-to-date in his/her subject;*
5. *Openly admits when s/he has made a mistake or does not know something;*
6. *Is interested in his/her students, asks them about their homes, and tries to help where possible;*
7. *Makes the students work hard & sets high standards;*
8. *Is friendly & helpful to his/her colleagues;*
9. *Uses a lot of different materials, equipment & teaching methods to make his/her lessons interesting & useful;*
10. *Helps the students become independent & organize their own learning.*

This is a very valuable activity for students who are training to be teachers as it stimulates discussion about their expectations and self-image connected with their future profession.

These online conversation lessons help students overcome their shyness and improve their grammar and speaking skills. In order to become a successful teacher and to have motivated and successful students, it is necessary to employ modern technologies and methodical recommendations of the Ukrainian and foreign specialists.

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## **НАВЧАННЯ ІНОЗЕМНІЙ МОВІ ТА СОЦІАЛІЗАЦІЯ УЧНІВ ПІД ЧАС ДИСТАНЦІЙНОЇ ОСВІТИ (З ПРАКТИКИ РОБОТИ ВЧИТЕЛЯ)**

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Робота вчителя іноземних мов сьогодні дуже відрізняється від роботи вчителів будь-яких інших шкільних предметів тому, що вчитель іноземних мов навчає спілкуватися, соціалізуватися, вступати в діалог з носіями мови, яку вивчають учні. Тому роль вчителя теж змінюється, особливо під час дистанційного навчання.

Проблема активного входження особистості у суспільство була предметом досліджень ще античних філософів. З розвитком суспільства вона не втратила своєї актуальності, а навпаки, стала більш різноплановою і набула глибшого змісту.

*«Роль учителя у сучасній українській школі змінюється. Його роль розглядається не як єдиного наставника та джерела знань, а як коуча, фасилітатора, тьютора, модератора, в індивідуальній освітній траєкторії дитини.»* – зазначають концептуальні засади реформування середньої школи.

Зміст соціалізації дитини визначається, з одного боку, усією сукупністю соціальних впливів світового рівня та культури своєї країни, загальнолюдських цінностей, а з іншого, – ставленням до цього самого себе, актуалізацією власного «Я», розкриттям творчих потенціалів особистості. Відтак, головним критерієм соціального розвитку дитини в цьому випадку виступає не ступінь засвоєння соціальних норм і правил поведінки, адаптованості до довкілля на рівні конформізму, а ступінь самостійності, ініціативності, креативності особистості школяра. Свідоме застосування відомих способів оптимального розв'язання соціальної проблеми, здатність до розсудливого пошуку шляхів виходу з важкого становища, – саме так діти усвідомлюють завдання дорослого, який прагне допомогти дитині успішно соціалізуватися в різних умовах життєдіяльності.