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**THE MODERN TECHNICAL MEANS
AT TEACHING FOREIGN LANGUAGES
AT UKRAINIAN HIGHER EDUCATION ESTABLISHMENTS**

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At the present day using modern approaches and methods may not help to the process of teaching foreign languages be resulting, because they need to be equipped with modern technical means.

The modern technical means' usage is defined as one of the trends in methods of teaching foreign languages at higher education of Ukraine. The use of technical means (computers, laptops, tablets, smartphones, Ipads, portable speakers and others) in the methods of professional training has great didactic capabilities, implements the principles of accessibility, integration, interactivity, targeting, redundancy, sensitivity, versatility, updating educational communications; also it provides the opportunities to create an active, managed communicative learning environment.

We have tried to summarize the advantages of using modern gadgets in teaching foreign languages: creating a comfortable learning environment, activating student's learning activities, intensifying training and raising the level of motivation, forming self-assessment of students and creating conditions for their self-work, facilitating the perception and memorization of material, saving time etc. But also, with the advantages of using technical means at teaching foreign languages, Ukrainian institutions of higher education are facing a lot of problems from the material (expensiveness of purchase, installation, repair and improvement) to the others like replacing of a real-live communication to a virtual, etc. (except programs such as Skype, Viber, WhatsApp);

prevailing of monolingual foreign language (through videos, forums, blogging and pages in social networks, correspondence via e-mail, SMS messages, Messenger etc.) than dialogical. We would like to note that there are plenty of free programs that are useful for teaching foreign languages: e-dictionaries, encyclopedias, tests, computer translation programs, the program Enlightened Platinum 2000, Triple Play Please!, Bookshelf etc. (N. Serdiuk, N. Marchenko, 2017, p. 537). The use of technical means allows expanding the learners' knowledge of foreign languages, activating all kinds of their speech activities: listening, speaking, reading, writing.

Personal experience shows that during the teaching foreign languages using the most popular gadgeti nowadays a smartphone and a laptop enable the effective types of work with students as: 1) using an electronic dictionary or similar programs (like standard Lingvist, Duolingo, etc.) for oral or written answers, for translating texts from the first (or the second) foreign language into native and vice versa, for searching for new words and enrich their vocabulary; 2) listening audios (radio, songs, poems, etc.) and videos on Internet (TV, movies, vlogs, YouTube, Instagram, Twitter, etc.); 3) photographing information (tasks, texts, models, schemes, tables, etc.) to work with a grammatical or lexical material; 4) using dictaphone function to check the just learned text or information, to improve pronunciation, to analyze the use of lexical units, the correctness of used grammar structures, to control the timbre, rhythm and intonation, to write interesting ideas, or facts not to forget, to save the important material in oral; 5) playing games and doing tests on phone to widen the foreign vocabulary and improve knowledge of grammar and communicative models (English Grammar Test); 6) participating in web based classes, that offer trainings foreign language learning, speaking, reading and writing, to communicate with native speakers of the particular foreign language, a teacher, using a personal email account which is free, mailing a home work to it and getting results, revisions, feedback, suggestions in turn; 7) having students' own blogs (a personal or professional journal frequently updated for public consumption), which enable communicating with their teachers and friends who are far away, with the native language speakers to improve their speaking skills; 8) uploading the useful files and documents (Word, Pdf etc.), programs, audios and videos and others.

Teachers of many Ukrainian universities also use their personal smartphones, Ipads and others to create, save, upload, receive and send the documents, audios and videos, for example 3D Stereo Sound Portable Bluetooth Speakers are often used by them to perform some parts of lectures or for learners to listen audio materials at practical lessons, activating sound by smartphones. The students' and teachers' personal gadgets use during study can help learners to improve their foreign language knowledge and communicative skills very fast, to develop their creativity and self-study work. They are considered to be one of the most promising and progressive means for teaching foreign languages in Ukraine.

On the basis of the prospects of implementing technical means' for teaching foreign languages, we tried to determine the range of problems of a higher education

institution, which can be solved by using personal gadgets in the educational process, among which are: 1) the unrestricted accessibility of students to educational material, literature, etc., convenient anytime and anywhere; 2) the multi-functionality of gadgets that can replace certain distributive, visual or audio-video material, or other teacher information that is necessary for the effective teaching of foreign languages; 3) the economy of the financial resources of the institution (electricity, funds for the purchase of computers, multimedia whiteboards, etc., printing materials, maintenance of phonetic classes), and so on.

The modern technical means' usage in teaching foreign languages at higher education of Ukraine helps students to improve their linguistic knowledge, to train such skills as reading, writing, speaking, listening comprehension, combining theory and practice, to develop the ability of creative and resulting self-study working much more effectively and fast; supplies teachers with an opportunity to make the communicative learning environment more effective, active and interesting for both teacher and student; promotes universities' economy of the financial resources for technical equipment of the educational process.

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ІНТЕГРОВАНІЙ ПІДХІД ДО ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ ТА МЕТОДИЧНОЇ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ ВИКЛАДАЧІВ ІНОЗЕМНИХ МОВ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

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Проблема паралельного поетапного формування іншомовної комунікативної та методичної компетентностей студентів магістратури мовних спеціальностей впродовж вивчення відповідної навчальної дисципліни вимагає реалізації у навчальному процесі засад інтегрованого підходу. Пріоритетна побудова методики формування іншомовної комунікативної та методичної компетентностей майбутніх викладачів іноземних мов за професійним