

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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The teacher must remember the elementary but very important rules of behaviour with the child, and most importantly, to be able to properly submit the material.

The teacher should encourage and interest the class, because the material is more complex every time, and the children's attention is increasingly scattered.

For example, at such moments, the teacher comes to the aid of the elements of the game, which are needed on each subject.

Over time, the child begins to remember a certain amount of elementary words necessary for expressing personal opinion, begins to understand texts, sentences, and learns to write small stories.

But success in learning does not mean awareness of the subject, and even more so, awareness of intercultural communication.

At this stage it is necessary to develop children's attention on the basis of English language. Schoolchildren like visual examples. In this way, teacher can use new technologies, collared pictures in textbooks, and sometimes acting skills.

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REALIZATION OF THE TECHNOLOGY OF COOPERATIVE LEARNING

The rapid development of social relations determines radical changes in the organization of the educational process. At the same time, future teachers are required to cooperate, be a critical thinker, find creative ways to solve problems, to know how to work with computer, etc. These skills were singled out in the so-called “21st century skills”, that is the skills that modern graduates should have for successful employment in a globalized world.

In this study attention is drawn to the use of classical technologies of cooperative learning and their interrelation with the technologies of flipped learning, mixed learning and cooperative team learning. These technologies are increasingly used in world practice and are increasingly taking place in the Ukrainian educational space. The use of these technologies involves reorienting the learning process to the personality of the learner and has significant potential in shaping the skills of future teachers.

In research and development of co-operative learning technologies were engaged E.Aronson, Sh.Sharan, A.Combs, R.Bart, R.Johnson, D.Johnson, R.Slavin, S.Kagan and many others. The leading idea of cooperative learning technology is the structured teacher's collaboration of those who learns in order to master the educational material and development social skills.

Cooperative team learning makes possible to use classical technologies in the joint teaching of learning material together with a colleague. Development of the theory of cooperative command learning was taught by R.Anderson, M.Cowen, E.McDeniels and others.

The **purpose** of the article is to outline the possibilities of using classical technologies of cooperative learning in conjunction with modern technologies of mixed cooperative learning, flipped learning and cooperative team learning as a new form of cooperative learning.

There are large numbers of scientific publications that describe the features of the technology a cooperative study. In this study the following technologies are described: "Learning together and alone", "Training in a small team group", "Group research".

The special difference of these technologies is the possibility to use them both in mixed and flipped learning and enhancement interactivity in the process of cooperative team learning. Mixed learning requires the use of classical cooperative technologies in the classroom and, accordingly, elements of cooperative learning in the process of online organization cooperation. Nowadays there is a significant amount of on-line resources for structuring of educational cooperation in the process of studying foreign language. Online collaboration can take place synchronously and asynchronously. For example, using such program as Skype enables the organization of synchronous communication and the solution of the delivered teacher's task of communication both within the educational group (her participants), and with the involvement of the direct carriers of the language. [1]

On the mixed lesson using the online resource "Padlet" allows to create an online board on which students can post tasks that are performed by cooperative groups at the lesson. The online "Yammer" network allows creating a closed online group where students can perform tasks asynchronously being outside the classroom. At the same time, the teacher can control the work of the group and clearly see who performs the task, and who does not. This training format is especially relevant in conditions for increasing the number of hours allocated for self-study and provides an opportunity for pedagogical diagnostics from the side of teacher, and to a certain extent creates the conditions for carrying out the diagnostics itself students side (through comparison mechanisms) [4].

Gradual involvement of students in execution tasks in cooperative on-line groups at interesting online resources develops in them not only the ability to cooperate, but also the computer literacy and self-discipline, contributes to productive learning in contrast to from the purposeless sitting on the Internet, and also provides foreign language learning communication with real life further pedagogical activity [3, 56].

That is why future students need to equip themselves with knowledge about the stages of work organization in the cooperative online mode, on online resources that are designed for educational purposes through their active involvement in work in the mode of mixed cooperative learning. The peculiarity of the technology of flipped learning is the replacement places of lecture and practical classes. Fainting conditions of such a substitution is time to discuss questions and engagement the largest number of students to study in cooperative groups. So, instead of conducting lectures in the auditorium, the material of the lecture is given on self-study at home for online lectures, reading, listening to audio lectures and today it is quite actively implemented in educational institutions. After homework material students discuss negotiated auditorium material in cooperative mode. This mode (classical cooperative technology) was formed by teacher that takes into account the situational approach to learning a foreign language. That is, flipped learning reflects the dynamic combination individual and cooperative learning in a rather innovative way mode [5].

Technology of cooperative team learning predicts conducting classes by two or three teachers who cooperate at classes and can more effectively control work in groups, help students better master the material (especially effective at numerous academic groups). A feature of the cooperative learning is the ability to formulate joint occupational plans, to clearly distribute stages of responsibility for teaching one or another material, support the rhythm of teaching the material at the lesson. This type of teaching is the most difficult and requires the developed skills of teaching disciplines philological direction and it requires deep knowledge of classical co-operative technologies and features of their organization [2].

Let's prove all the said above with an example.

Task for flipped session using cooperative learning technology "Group research":

Teacher's skills: taking responsibility for the results of teamwork in class; analysis and synthesis of information for efficient operation of it

Student's skills: autonomy in doing different tasks

Topic: Environment

Tasks for the lecture part: study theoretical information at home and prepare a reference note and questions for discussion at the lesson.

Task for the practical part of the class: using material which was prepared at home and in the class, prepare a story "How can we protect our environment?"

The course of execution and opportunities for mixed cooperative learning. Students review home-made material selected by the teacher at TedEx site. During video surveillance, students write out the main idea and opinion and thus they go into the proposed material. As they do it at home, time for it is unlimited and they can better understand the topic [1]. This site was created specifically for using it in educational purposes, and everyone can create their own lesson with the using of video and three categories of tasks: *Think! Dig deeper! Discuss!* The site is suitable for a group discussion of the revised video and a more detailed elaboration of the topic. The "Think!" category assumes the performance of test tasks to understand the revised material. The "Dig deeper!" category is intended to solve a problem tasks. The category "Discuss" attracts students to asynchronous dialogue. Accordingly, in a practical lesson, the teacher has information about viewing and processing video on the site and distributing students for work in the classical cooperative learning "Group research" and outlines the problem tasks that students are working with using this technology. At the end of the lesson students discuss their essays and make a conclusion and the teacher evaluates them [3].

So, this article describes the features of the interconnection of classical technologies cooperative learning with mixed and flipped technologies and cooperative team teaching technology. Using the indicated technologies of cooperative learning on mixed and flipped classes, as well as in the cooperative process group teaching aims to update the teaching process linguistic disciplines and improve the quality of teaching in higher education, which, in turn, will affect the quality of future professional activities foreign language teachers.

The article analyzes the relationship between the classic cooperative learning techniques and such innovative techniques as blended learning and flipped learning. The usage of classic cooperative learning techniques in the process of structuring flipped, blended, and cooperative team teaching classes is identified as a useful tool in a student-oriented classroom. Examples of the relevant tasks with the usage of these techniques on the basis of professional disciplines are given (on the basis of methods of a foreign language teaching, methods of foreign literature teaching, and theory of education).

Special honours of these technologies is the ability to use both mixed and upside learning, and increasing interactivity in the cooperative team teaching. Blended learning requires the use of classical technologies of cooperative learning in class and, accordingly, the elements of cooperative learning in the process of online collaboration. The tasks focus not only on the structure but also on the possibilities of incorporating them into the process of future work in schools. The tasks also highlight the specific XXI century skills, which could be developed in the process of task completion, and include examples of media resources which can be used within suggested mode of work.

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ЗМІСТ

ФОНЕТИЧНА, ЛЕКСИЧНА ТА ГРАМАТИЧНА СИСТЕМИ МОВИ І МЕТОДИ ЇХ ДОСЛІДЖЕНЬ	4
Желуденко М.О., Коваленко М.С.....	4
Кондратюк Д.Г.	5
Лаптева А.В.....	7
Anna Prykhodko.....	10
Стецюк О.М.	14
Христин І.В.	17
Хром'як М.М.	19
Шевченко І.С.	23
Яблонська О.В.	27
ТЕОРІЯ І ПРАКТИКА ПЕРЕКЛАДУ	31
Горбенко К.С.	31
Liudmyla Diakovska	33
Дудкіна Н.В.....	35
Кононова В.С.....	40
Кривко Ю.А.	42
Кривоносова М.І.....	47
Кривоносова Т.І.	49
Лазаренко В.С.....	51
Ніколенко К.В.....	53
Петрікєєва О.	55
Плоскіна К.О.....	58
Yana Riabokon.....	61
Цинтарюк А.А.	63
АКТУАЛЬНІ ПРОБЛЕМИ ЛІТЕРАТУРОЗНАВСТВА	66
Зузак І.Ю.	66
Фуштор В.І.	69
НОВІТНІ МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ.....	75
Vira Bohdan	75
Alla Velykodna, Olena Nazarenko.....	78
Веремчук М.О.....	83
Гапонюк О.А., Терещенко Т.В.....	85
Голота А.В.	87
Anastasiia Horenychuk	90
Olha Dyshchakovska.....	92
Iryna Yezerska.....	95

Olena Yerzhykevych	97
Iryna Zaiets	103
Anastasiia Ihnatieva	108
Yulia Kolibek	112
Hanna Kononchuk	115
Svitlana Kudliak	119
Kateryna Kuzmych	124
Лаврик В.В.	128
Myroslava Liashkevych	133
Anastasiia Mazurova	138
Olesia Mazurok	141
Viktoriia Markovska	145
Iryna Mudryk	146
Ivanna Nedbailo	151
Olha Pavlosiuk	154
Iryna Pavliuk	158
Valeriia Parfeniuk	162
Nataliia Pylnieva	164
Поліщук А.І., Терещенко Т.В.	167
Посільський Д.В.	170
Khrystyna Prytula	175
Середюк Л.А., Зуй Ю.В.	179
Yuliia Storozhynska	181
Сьомик І.М., Терещенко Т.В.	183
Тимошук М.В.	185
Ткачук Ю.С.	187
Фай Т.М.	190
Oksana Filipchuk	192
Ivanna Khomyshyn	194
Olha Tsiuman	195
Victoria Shymanska	196
ЗМІСТ	200

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

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