– тести вхідного, проміжного та вихідного контролю знань студентів. Результати тестування вносять в електронні протоколи, студенти та викладачі можуть ознайомитися з ними в будь-який час;

– проблемно-пошукові завдання на базі Інтернет-ресурсів. Для реалізації таких завдань студенти та викладачі використовують інформаційні та комунікаційні служби Інтернету, пошукові системи, каталоги та колекції посилань.

Викладач формулює для студентів певну проблему чи ряд проблемних завдань та пропонує механізм для успішної реалізації цієї задачі. Залежно від типу завдання технології рішення проблеми можуть бути різними (з урахуванням рівня володіння мовою та навичками використання Інтернет та комп'ютера);

– творчі завдання (створення міні-презентацій за темами на вибір). Студентам пропонують теми, за якими впродовж навчального семестру вони готують презентації. Викладач надає консультативну допомогу щодо змісту, джерел інформації, оформлення та захисту роботи. Результатом є комп'ютерні презентації, з використанням текстової, графічної, аудіо- та відеоінформації.

Таким чином, самостійна робота служить засобом професійного розвитку. Розвиток пізнавальних можливостей майбутніх фахівців визначається раціональною організацією самостійної роботи, в основі якої – залучення кожного студента до виконання завдань професійної спрямованості, чергування постійних і тимчасових завдань, групових, індивідуальних і колективних. Також зазначимо, що одним з головних завдань організації самостійної роботи студентів є використання традиційних та інноваційних форм і методів навчання, які б, доповнюючи один одного, становили єдину систему, що можна адаптувати до особливостей навчального процесу в конкретному вищому навчальному закладі з метою оптимізації навчання та підготовки висококваліфікованих фахівців.

Serdiukova O.

GREAT ADVANTAGES TO PROVIDE AUTHENTIC LANGUAGE INPUT

Over the last century the world has become a global village and in this new reality the ability to speak foreign languages is paramount for almost everyone.

Extracurricular activities create a learning environment for the English language learners. Meetings, interviews, presentations, and publication of school newspapers are useful activities in which students can take part in. Students through involving them can promote their communication skills. Similarly, the Direct Method aims to develop students' communicative competence. Such extracurricular activities as writing letters to students from other countries, holding debates and discussions in a foreign language, where students need to use it at all times, help students improve their proficiency. The primary goal of the Direct Method is to get students involved in the target language. Extracurricular activities that are conducted in foreign language enable students to be exposed to the target language which leads them to achievement in language learning. Similarly, the goal of Communicative Language Teaching is to enhance communication skills of students. Students through games and role plays endeavor to reach a communicative competence. Extracurricular activities that are carried out in foreign language are useful as they create an environment where students can share their ideas and opinions. These activities encourage students to develop their communication skills.

Nowadays teaching foreign languages at higher educational establishments undergoes great changes. New information technologies, such as Internet, audio and video complexes, multimedia training computer programs are widely used.

Multimedia technologies are a set of different means of teaching: texts, graphic presentations, music, video and animation in the interactive mode. New training environment creates additional opportunities for students' creativity development, promotes their curiosity, and fosters their interest to the research work.

Purposeful use of the Internet materials at foreign language classes of non-linguistic higher educational establishments gives an opportunity to effectively solve a number of didactic tasks. They are: improving reading skills; enlarging the vocabulary with the modern foreign words; improving monological and dialogical speech skills, discussing the materials of the web; forming stable motivation to

foreign language activity while discussing the problems, interesting for everybody.

Great opportunities in the process of teaching foreign languages are provided by the Internet for acquiring communicative skills in written form. For the purposes of teaching foreign languages such forms of written speech are used: free communication in the web and e-mail communication [2:99].

Equipping higher educational establishments with computers enables to actively use computer programs in teaching foreign languages. It is practically proved, that they have some advantages over traditional methods of teaching. In addition to it should be mentioned that *computer programs provide huge information capacity, intensification of each student's independent work, creating communicative situation personally significant for everybody, increasing cognitive students' activity, and promoting motivation.*

Modern multimedia programmes are an effective means of mental work conditions optimization. The forms of work with computer training programs at the foreign language classes include learning the vocabulary, working on pronunciation, teaching monological and dialogical speech, teaching writing and grammar. At the foreign language classes we can solve a number of didactic problems using the Internet materials, enlarge students' vocabulary and form their reading skills, improve their writing skills, create stable motivation for learning a foreign language [3:145]. For students multimedia technologies are a way, by means of which they broaden their idea of their visual environment. Using multimedia technologies provides a more complete and exact information about the phenomena and objects being studied. It improves the quality of study and allows satisfying and developing students' cognitive interests, increasing visualization of study, giving an opportunity to use difficultly available materials, or materials which are impossible to use without a computer. Students' work becomes more intensive. It allows increasing the pace of learning training material and enlarging the amount of independent work at classes and after them.

Teaching, training, and controlling computer programs are widely used in students' independent and home work while learning foreign languages. During the

independent work on the material using the computer provides: free mode of operation, unlimited time of work, exclusion of subjective factors, maximum support while mastering a foreign language.

Computerized means of control increase the efficiency of independent work, immediacy of getting results, objectivity in giving marks.

The efficient use of multimedia technologies in the process of study is possible only provided, that these technologies are harmoniously and reasonably integrated in this process and provide new opportunities for both, teachers and students.

But using multimedia technologies cannot provide significant pedagogical effect without a teacher, as these technologies are only methods of teaching, the efficiency of which depends on the teachers' skills of using them for succeeding in certain pedagogical aims on the basis of studying all their opportunities. It's necessary for every teacher to understand, that a computer in the process of teaching is not a mechanical teacher, not a substitute or analogue of a teacher, but a means, increasing and enlarging the opportunities of teaching activity. Electronic dictionaries and encyclopedias, multimedia courses including audio and video materials, e-books, newspapers, magazines in the language of the original, educational sites and forums − all these give an opportunity more fully to see the social and cultural peculiarities of the subject studied, and acquire comprehensive information on this or that issues.

Using multimedia programs doesn't exclude traditional methods of teaching, but harmoniously combine with them at all levels: familiarization, training, application and control. *Using computer allows not only to increase the efficiency of study, but also to encourage students to further independent learning of the language.* In order to achieve best results, it's necessary to study carefully all components of the educational process.

In the XXI century intensification and modernization of education require the application of such innovative technologies, which tend to cultivate a creative personality in the intellectual and emotional dimensions. Such innovative technologies are: developing study, projecting, problem study, level differentiation, test system, gaming study, plunging in a foreign language culture, cooperative study,

self-education, autonomy, integration, health caring, research, information communicative and personality-oriented technologies. Under such conditions cognitive versatile actions are one of the main components of educational standards.

Thus, the technology of problem study involves realizing cognitive and creative goals independently through critical reconsideration and multiplication of knowledge and skills. It allows realizing the conditions of forming the students' cognitive versatile actions: creating the atmosphere of co-authorship in communication, involving students' emotional sphere, personal students' interests, joint search for the truth, self-estimation, self-correction, self-sufficiency.

One of the ways to brisk up the work of students while teaching foreign languages is projecting (method of projects), when a student makes independent planning, creating, defending his project; i.e. he takes active part in the process of communicative activity. Training project is a complex of searching, investigating, calculating, graphic and other kinds of activity, carried out by the students independently in order to solve an urgent problem practically or theoretically. The main tasks of projecting methods are: self-actualization and self-perfection of the students, increasing the motivation of study, cognitive interest formation; implementation of the acquired abilities and skills, developing speech habits, the abilities to competently and reasonably present the researched material, to moderate debate; showing the level of culture, education and social maturity.

Method of projects helps develop language and mental skills, stable interest to learning a foreign language, need of self-education. Finally, it's expected to achieve communication competency, i.e. certain level of language, country study, social and cultural knowledge, communication skills, speech habits, which enable to realize foreign communication. Realization of the research and project methods leads to the change of the teacher's position [4:61, 62].

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video

shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span. It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. Moreover, in this issue [1:45] claims that *video can give students realistic models to immitate for role-play; it can increase awareness of other cultures by teaching appropriateness and suitability.*

A great advantage of video is that it provides authentic language input. That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the programme can be utilized for intensive study. To pay special attention to a particular point in the programme it is possible to run in slow motion or at half speed or without sound. Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Using visual clues to meaning in order to enhance learning is an important part of video methodology. The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes. The rhythmic hand and arm

movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. On the other hand, besides advantages, the disadvantages of video should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

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INTERACTIVE METHODS OF LEARNING
FOREIGN LANGUAGES

The use of interactive methods of learning is one of the topical issues of the methodology of teaching foreign languages, as interactive training is a form of organization of cognitive activities, the aim of which is to create learning environments in which the student feels his success and confidence. It activates the creative activity of students, trains and develops their ability to think critically and objectively.

It is known that it is a complex process, both from a linguistic and psychological point of view, for students to present their own thoughts and ideas in public, especially in a foreign language. During their speeches, they often can not formulate their thoughts, pick up the necessary linguistic resources, and feel a sense of uncertainty and anxiety. Using interactive technologies in education is one of the most effective ways of formation of the communicative competence of students,