

Подача нового матеріалу, вправи на закріплення повинні мати таку структуру, таку логіку, які дадуть студентам можливість дослідити матеріал разом з викладачем та зробити власні висновки, що, як правило, призводить до кращого запом'ятовування, тобто усвідомлення.

Здійснюючи огляд існуючих сучасних методів викладання іноземних мов, варто згадати так звані альтернативні методи викладання іноземних мов у вищих навчальних закладах.

Розглянемо, наприклад, започаткований у Сполучених Штатах та Шотландії метод Storyline. Під час використання цього методу викладачу слід так організувати навчальний процес, щоб в результаті активізації вже існуючих знань та відповідей на ключові запитання студенти отримали можливість побудувати власні моделі, пов'язані з темою.

Болгарський вчений Г. Лозанов є розробником сугестивного методу, який базується на певних принципах: відсутність зубріння, навчання без перерв, основою навчання є мотивація та пізнавальний інтерес учнів, навчання проводиться великими блоками, завдання мають комплексний характер [2, с.8]. Використання сукупності методів викладання іноземних мов привносить у процес навчання різноманітність, викликає у студентів зацікавленість та підвищення учбової активності, надає можливість продемонструвати власні сили та повірити в них, сприяє зростанню ефективності всієї навчальної діяльності.

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#### TEACHING FOREIGN LANGUAGES VIA SKYPE

Globalization and the technological revolution created substantial changes in the second language learning environments. That is why in recent years special atten-

tion has been paid to the research into computer-mediated communication with an increasing focus on synchronous computer-mediated communication, which is conducted in real time with immediate back and forth exchanges and supports three types of interaction: written, oral, and oral-visual.

Synchronous communication seems particularly beneficial in second language classroom due to its potential to improve students' communicative (oral) proficiency and enhance language production by providing both the sociocultural and sociocognitive context and the purpose necessary for the acquisition of a second language. It is quite motivating for language learners as it provides a kind of natural environment where students can communicate with distant native speakers, work collaboratively in groups, and create their own projects that reflect their own interests.

Researchers believe that asynchronous as well as synchronous computer-mediated communication has psychological benefits. It creates a low stress, low anxiety setting, which enables all learners to be a part of the discussion [2; 5]. For example, M. Warschauer states that computer-mediated communication sessions caused little to no stress and anxiety. As a result, even reticent students who tend not to participate in oral classroom discourse often become active contributors in the electronic setting [5].

The recent tool of synchronous computer-mediated communication is Skype, a powerful application that provides users with free Internet voice chatting service. Skype's ability to instantaneously connect people worldwide and its advanced features make this technology appropriate as a teaching tool. Among the advanced features interesting for language educators that help to create a natural context for learner independence and informal second language acquisition it is necessary to mention:

- *conference calling* which gives a chance to speak to more than one person at the same time;
- *instant messaging or chat* that lets users send short messages so that one can chat back-and-forth in real time;

- *file sharing* that allows to send files in real time during a call (attachments such as a .doc, .pdf etc. document), it is received immediately and can be discussed with a partner at once;
- *screen sharing* that is a useful tool for giving presentations as users can share a part of the screen or the entire screen with others.

Teaching via Skype is recognized as an intellectually driven approach to teaching both language and culture. Cultural exchange is provided in authentic real-time interaction when students have a chance to understand body language, gestures, concepts of time, traditions, learn new mental, emotional and behavioural responses, study to build intercultural bridges etc. Consequently, social cultural competence is developed which is fundamental for an effective language learner who wants to function successfully in a new cultural environment with different values, socio-cultural rules, and norms of behaviour.

Skype-mediated communication has its own distinctive linguistic features. As all computer-assisted conversation it has more formal communication in writing and informal in speech thus it is linguistically complex yet informal and communicative. All these peculiarities should be taken into consideration at the stage of activities preparation (from oral communication that can be supported by different tools such as the chatter box, for example, to work with vocabulary (to play word games, give prompts etc.) to developing listening, writing and reading skills).

Typical types of interaction via Skype nowadays are learner-learner and learner-teacher.

The learner-learner Skype communication is productively used as a form of Tandem learning, a method based on mutual language exchange between tandem partners (ideally each learner is a native speaker in the language the proponent wants to learn). Skype provides an effective way to find tandem partners online by the Mixer website that is an educational site created to help learners and teachers to find partners for language exchange. Scholars believe that a digital tandem exchange via Skype is an excellent method to put into practice a model for learner autonomy,

where the subject to self-develop the capacity for directing personal learning during the language acquisition process is offered [3].

This type of interaction also is effectively used in the classroom where students are connected with other classes in other parts of the world to collaborate on a project, to make presentations about different nations, religions, cultural aspects etc.

The learner-teacher interaction via Skype is widely spread now on the Internet in the form of online language courses that range from absolute beginner to proficiency level. The classes are mainly focused on communication. The interactive, tailor-made and personalized approach is provided. They are conducted entirely in the target language by native speakers. Free schedule and the fact that they are time saving as training takes place within the convenient location make them quite popular nowadays.

That is why teaching languages via Skype can support a number of important language learning objectives but it is essential that the activities are implemented in a well-planned and purposeful manner.

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