ABSTRACT

FORMATION OF ENGLISH SPEAKING SKILLS IN SECOND-YEAR STUDENTS OF PHILOLOGICAL SPECIALTIES BY MULTIMEDIA TEACHING AIDS

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Through teaching aids, we gain access to a continuous stream of knowledge, research, and skills development. For nowadays, the term “multimedia” is associated with opportunities, additional research needs and deeper knowledge in various fields of life. This indicates that in the process of continuous development of society, the impact of information technology on society has really increased significantly. Education and science have taken a particularly important step in the globalization of the computer field. It is safe to say that great changes have taken place both in the theory of teaching and in the practical methodology of the process of teaching a foreign language. However, the small variety of exercises using modern multimedia tools, such as mobile technologies, software and platforms for the formation of English speaking skills in students, and the need to implement them in the learning process determine the relevance of our study.

In the last few years, this problem has begun to appear in some Ukrainian scientific studies. Among them, especially significant works on the use of computers in foreign languages, were theses of O. Soroka, N. Mochulina and B. Shunевич. In particular, in the works of N. Klemeshova, L. Konoshevsky, N. Ishchuk, D. Matros, a scientific test of the effectiveness of the educational process with the use of multimedia tools M. Zhaldak, O. Spivakovsky. Important psychological foundations of the use of multimedia teaching aids are highlighted by the works of I. Demakova, Y. Trius, O. Tikhomirov.

Teaching aids are a source of knowledge and skills. These include visual aids, textbooks, teaching materials, multimedia tools, learning platforms, applications and other means of transmitting information. The main functions of teaching aids are didactic, informational and control [2].

Multimedia teaching aids are divided into hardware and software [1]. We are currently reviewing and analyzing software tools, namely: Wordwall platforms, BBC
Learning English application, Baamboozle platform, Tandem application, Ted Talks platform, Anchor application, Music and English telegram channel with Mrs. Ann, Preply Talks, Speak English Podcast with Georgiana and others.

To test the students’ knowledge of the topic “Sports”, tasks were developed to learn new vocabulary on the Wordwall platform. Using the Baamboozle platform, we developed a description of the most famous Ukrainian athletes. To listen to texts on “Winning and losing. Becoming and being a champion” used the Ted Talks platform. The topic of “Healthy lifestyle” was actively discussed thanks to the Tandem application. In the Anchor application, we have developed podcasts on “Biggest doping scandals” and “Pros and cons of being a professional sportsman”.

The first platform we used was Wordwall. This site helps you create online tasks of varying difficulty. It can be used both on a computer (in any web browser: Chrome, Mozilla, Firefox, Opera, Microsoft Edge, Safari) and on a mobile device (Android, iPhone, iPad). With Wordwall, we created interactive exercises based on ready-made templates, such as: Random cards (multiple choice task), Anagram (correct sequence task), Matching pairs (matching test), True or False (True / False test), Combinations (addition task), Brainstorm (free presentation task), Quiz (multiple choice task) and others. With the help of this Internet resource, students can check the quality of vocabulary learned on the topic of “Sports”, see the number of correct and incorrect answers, you can work with it in class (using a multimedia board) and ZOOM-conference, for example.

We also used the Anchor mobile app to create podcasts. After registering, you can immediately record your own podcasts and share them with everyone. It is possible to add background music to the video and audio, divide the video and audio recording into several parts, increase or decrease the playback speed of the recording, write a short description of the created episode, create voice messages and send them using messengers such as: WhatsApp, Telegram, Viber, e-mail, SMS and various social networks (Twitter, Facebook), subscribe to interesting topics, download entries to your phone. With the help of the application you can conduct auditions with students, group discussions both in the online conference and in the audience, test your knowledge on “Biggest doping scandals” and “Pros and cons of being a professional sportsman”.

Another very popular and extremely convenient way to transmit information are telegram channels, such as Music and English with Mrs. Ann. It is quite simple and easy to use and useful at the initial stage of development of English language skills, because both video and audio materials and text messages are received unilaterally. With the help of this service you can develop receptive skills by listening to audio recordings and reading texts, improve translation skills, conduct self-monitoring after each block of tasks.

Conclusions. A significant advantage of teaching English with the help of multimedia tools is that in the process of mastering a new topic, understanding unknown vocabulary through the use of automated dictionaries and various translation programs helped to significantly improve the conditions for acquiring knowledge. Simulation of the effect of being directly in the language environment, active communication, modeling of various speech situations – the main advantages of using multimedia tools. For each of the tasks we set, a QR code was created as an
additional tool for quick and easy access of students to the created task. As a creative work, we invited students to use the above list of programs and applications to develop their own interactive tasks on the topic of “Sports”.

References:


