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В статті раскрыта переваги використання комп'ютера в учебно-воспитательном процесі дошкільних установ. Определены направления по системе компьютерного образования для дошкольников и воспитателей. Акцентировано внимание на факторы правильного использования компьютера в обучении ребенка дошкольного возраста. Освещено тематику о предоставлении информации детям дошкольного возраста о компьютере. Также рассмотрены компьютерные программы для дошкольников с элементами сказки или мультипликации.

Ключевые слова: *информационная грамотность, компьютерная грамотность, дошкольный возраст.*

The article presents an analysis of recent research and publications concerning this problem. The analysis tools on the formation of information literacy and komp'yuternoy preschool children. Reveals the advantages of using a computer in the educational process in kindergartens. Considered the most important factors requirements for proper use of the computer (to be interesting and cause positive emotions, activate the cognitive and mental performance of children; cause the child desire to learn to work independently, meet the age and physiological osoblyvostyam children, develop creative abilities of the child and his mother training and controlling nature, reflect an optimal amount of information on ekrani, to be easy to learn features of the program in navchalniy interact with it). The directions on the system of computer education for preschoolers and caregivers. The attention on the most important factors of proper computer usage in teaching a child of preschool age. Deals with topics for information about preschool children computer. Also the computer program for preschoolers with elements of fairy tales or cartoon.

Key words: *information literacy, computer literacy, pre-school age.*

УДК 802.0:37-5

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MOTIVATING LEARNERS

Most students can learn how to use strategies more effectively; when they do so, they become more self reliant and better able to learn independently. They begin to take more responsibility for their own learning, and their motivation increases because they have increased confidence in their learning ability and specific techniques for successful language learning.

Key words: *motivation, strong interest, psychological techniques, learning problems, democratic type of communication.*

Urgency of the problem. There's nothing worse than going into a class full of people who don't really want to be there. As an EFL teacher most of us have the chance to work with a variety of age groups. Adults are usually in your classroom because they have made the choice to be there and in most cases they have made a financial commitment towards their learning and they know exactly what they want to achieve by improving their language skills.

However, children and teenagers often haven't made their own decision to attend the English class and they are obliged either by their parents or school to do so. It is sometimes appropriate for teachers to take an active role in trying to improve the motivation levels of a group. A highly motivated group of students is generally a lot easier and more fun to teach. Obviously there's only so much you can do, but most teachers have come across de-motivated students at some time in their careers and it's often worth addressing the problem when you recognise it before it escalates further. Don't however feel personally responsible for a student's lack of motivation. There are often many factors that contribute towards a lack of motivation and these should be taken into account. Here are some ideas that I've put together which may go some way towards increasing motivation levels in a group or at least addressing the problems and bringing them out into the open.

Star charts are a simple way to acknowledge the effort students make in your class. If your students are too grown up to get stars think up another point system. Draw up a chart with all the students' names down one side and at the end of each class mark a smiley face or an A, B, C or D for effort. Introduce the idea at the beginning of the class and explain your marking system. Try to get

the students to endorse the idea of the chart before you implement it. You could work with the group to decide how they would like their effort to be recorded. When they get used to the idea of this sort of evaluation you can ask the students to rate themselves on their performance in the class.

Try to negotiate some realistic goals with the group. What do they want to be able to do in English by the end of the course? Find out, and think of ways of achieving those goals together. Achieving the goals will take effort on both parts, it's not only up to you; so be sure they accept their part of the bargain and take some responsibility for their own learning goals.

All language learners know that there are times when you seem to be getting nowhere and making no progress. You reach a plateau and there seems to be no way to get better. If this is the case for some of your students take a snap shot of where the learners are. By this I mean gather some evidence of their level by keeping a piece of their written work, recording them on tape or keeping the results of a test. Then set a date in the future (end of term or Easter holidays) and tell them they will redo the piece of work at the future date. When they have done this, give them back the old piece of work and look for evidence of improvement. Did they make less mistakes or use a bigger range of vocabulary the second time? Usually this helps students to 'see' their improvement in a more tangible way.

How do your students feel about learning English? How do they feel about it becoming an 'international language'? Some students resent the widespread use of English and can even see it as a threat to their mother tongue. Designing a questionnaire about the

student's attitudes towards English may be a nice way to bring their feelings out into the open.

Asking for feedback on your classes can be a daunting thought! You leave yourself open to both positive and negative comments. However, it is one way to show that you are thinking about your learners. Simple questions such as which activities they enjoy and feel they benefit most from will help you to plan the classes and select activities for each group. Remember that you will never please all your students all the time!

Find out what your students are into and base your lesson around their interests. If you discover that a few members of the class like a certain group or singer you could ask them to bring in the CD and make an activity out of the lyrics. Or if there are several members who support the same football team you could get some information from the internet or some pictures of the team and base an activity around that.

Personalising classes is also about giving the students to find out about you. Obviously it's up to you to decide how much you want to give away but you will be a lot more interesting to the class than the photo of Billy in their text book! If you haven't already, bring in some photos of friends and family from home to show them. Most students will be fascinated.

Encourage your students to look at how English is used outside the classroom and exploit any examples you can find. The internet is an obvious source of authentic English, but also advertising, tourist information, menus, original version films etc. This should remind students that learning English can be useful in all sorts of areas of their lives. If you have any students who have travelled to an English speaking country use their experiences with the group.

Do your students think they will ever need to use English in the future? Will they have more job opportunities with a higher level of English? If it is the case that some of your students may answer yes to these questions it may be worth while reminding students of this. Find some local job advertisements where English is required. You could base a lesson around jobs and offer help with writing CVs. For some of the students this may make students think of English as more than just another subject and more as a tool to help them achieve their future goals.

Learning to communicate in another language takes a long time. It is one of the most challenging tasks your students are likely to undertake, and they can easily become discouraged and bored with it. This section presents techniques that language teachers can use to keep their students interested and motivated by helping them understand the language acquisition process, connect language learning with their larger educational and life goals, and succeed as language learners.

A self-evaluation worksheet, available in pdf format, allows instructors to assess their current and potential motivation techniques. A supervisor observation worksheet enables supervisors to support instructors' development of such techniques [4].

Goal setting. To become engaged learners, students need to understand that learning a language is not the same as learning *about* a language. When students think of the language as a school subject like any other, they may learn a great deal about its vocabulary, grammar, and sentence and discourse structure, but the language will not become a true medium of communication for them and won't engage them very deeply. Students need to understand that learning a language means becoming able to use it to comprehend, communicate, and think – as they do in their first language.

Students also need to recognize that language learning takes place in stages. Interpretive skills (listening, reading) develop much more quickly than expressive skills (speaking, writing), and the ability that students covet most -- the ability to speak the second language fluently requires the longest period of growth.

All language learners have to work through a sequence of «approximate» versions called interlanguages (ILs), each of which represents a level of understanding of the target language. Understanding the features of ILs can help teachers and learners understand and monitor the language learning process.

Uniqueness: ILs vary significantly from learner to learner in the early stages of language learning. Learners impose rules of their own on the oral and written input they receive. Each learner does this differently, combining emerging understanding of the rules of the new language with ideas derived from the first language and other information that comes from their individual situations and backgrounds.

Systematicity: As learners begin to develop proficiency in a language, they make errors in systematic ways. For example, once students learn the inflections for a single class of verbs, they may apply them to all classes indiscriminately. These errors are based on systematic assumptions, or false rules, about the language. When students become aware of this aspect of their language skill development, they often appreciate and even ask for overt error correction from the instructor.

Fossilization: Some false rules become more firmly imprinted on the IL than others and are harder for learners to overcome. Fossilization results when these false rules become permanent features of a learner's use of the language.

Convergence: As learners' rules come to approximate more closely those of the language they are learning, convergence sets in. This means that learners who come from different native language backgrounds make similar assumptions and formulate similar hypotheses about the rules of the new language, and therefore make similar errors.

Instructors can help students understand the process of language skill development in several ways.

(a) Focus on interlanguage as a natural part of language learning; remind them that they learned their first language this way.

(b) Point out that the systematic nature of interlanguage can help students understand why they make errors. They can often predict when they will make errors and what types of errors they will make.

(c) Keep the overall focus of the classroom on communication, not error correction. Use overt correction only in structured output activities. (See Planning a Lesson for more on structured output.)

(d) Teach students that mistakes are learning opportunities. When their errors interfere with their ability to communicate, they must develop strategies for handling the misunderstanding that results.

If you maintain the attitude that mistakes are a natural part of learning, you will create a supportive environment where students are willing to try to use the language even though their mastery of forms is imperfect [1].

Language teachers promote or discourage students' engagement by the ways they define successful language learners. When the successful language learner is one who can pass tests and make good grades, learning about the language is all that is required and success is defined by mastery of rules and forms. When the successful language learner is one who has the ability to use the language to accomplish communication goals, success is defined as making the language one's own.

To promote engagement in language learning:

- Encourage students to use the language spontaneously to communicate ideas, feelings, and opinions
- Identify informal out-of-class language learning experiences
- Ask students to evaluate their progress in terms of increases in their functional proficiency

Students' motivation for learning a language increases when they see connections between what they do in the classroom

and what they hope to do with the language in the future. Their attention increases when classroom activities are relevant to their other interests.

To make these connections, begin by having students list the ways they may use the language in future. Have them include both the ways they plan to use it and other ways that might arise. Ask them to be as specific as possible. For each way of using language, ask them to list specific communication tasks that they will need to be able to do. Use these purposes and tasks as the basis for task-oriented classroom communication activities[2] .

Some lower level students will respond that they don't plan to use the language – that they are taking the course to fulfill a university language requirement. Encourage these students to develop an imaginary scenario for themselves in which they have some reason for using the language. In doing this, some students may think of ways in which they really might use it, and others will come to understand that purpose is an integral part of language learning.

Sample Ways of Using a Language

- When traveling in a country where it is spoken

Tasks: ask for directions (and understand responses), purchase tickets and book hotel rooms, read signs and informational materials

- To study at a university in a country where it is spoken

Tasks: understand lectures, take notes, read academic materials, talk with other students (social and academic talk)

- To become knowledgeable about the history and culture of a country where it is spoken

Tasks: read about history and culture, understand plays, movies, and other performances, interview people from the country

- To provide legal assistance to native speakers who are immigrants to this country

Tasks: gather personal statistical information, explain legal requirements, explain social and cultural expectations, describe procedures, understand and answer questions.

Another way of making language instruction relevant and interesting to students is to find out what topics they are studying and draw materials for reading and discussion from those fields. However, remember that reading and discussion do not always have to be about serious issues or academic topics. Students enjoy talking about movies and television programs, vacation plans, famous people, and other popular culture topics[3] .

Finally, don't be afraid to drop a topic if students' interest begins to fade. Ask them to suggest alternatives. When students know that they have some control over what they do in the language classroom, they take ownership as engaged learners.

Students learning a language have two kinds of knowledge working for them:

- Their knowledge of their first language
- Their awareness of learning strategies, the mechanisms they use, consciously or unconsciously, to manage the absorption of new material

Students differ as language learners in part because of differences in ability, motivation, or effort, but a major difference lies in their knowledge about and skill in using «how to learn» techniques, that is, learning strategies. Classroom research demonstrates the role of learning strategies in effective language learning:

- Good learners are able to identify the best strategy for a specific task; poor learners have difficulty choosing the best strategy for a specific task

- Good learners are flexible in their approach and adopt a different strategy if the first one doesn't work; poor learners have a limited variety of strategies in their repertoires and stay with the first strategy they have chosen even when it doesn't work

- Good learners have confidence in their learning ability; poor learners lack confidence in their learning ability

- Good learners expect to succeed, fulfill their expectation, and become more motivated; poor learners: expect to do poorly, fulfill their expectation, and lose motivation

- Learning strategies instruction shows students that their success or lack of it in the language classroom is due to the way they go about learning rather than to forces beyond their control. Instructors can tap into students' knowledge about how languages work and how learning happens – their metacognition -- to help them direct and monitor the language learning process in two ways:

- By encouraging them to recognize their own thinking processes, developing self-knowledge that leads to self-regulation: planning how to proceed with a learning task, monitoring one's own performance on an ongoing basis, and evaluating learning and self as learner upon task completion. Students with greater metacognitive awareness understand the similarity between the current learning task and previous ones, know the strategies required for successful learning, and anticipate success as a result of knowing how to learn.

- By describing specific learning strategies, demonstrating their application to designated learning tasks, and having students practice using them. In order to continue to be successful with learning tasks, students need to be aware of the strategies that led to their success and recognize the value of using them again. By devoting class time to learning strategies, teachers reiterate their importance and value[5] .

To teach language learning strategies effectively, instructors should do several things:

- Build on strategies students already use by finding out their current strategies and making students aware of the range of strategies used by their classmates

- Integrate strategy instruction with regular lessons, rather than teaching the strategies separately from language learning activities

- Be explicit: name the strategy, tell students why and how it will help them, and demonstrate its use

- Provide choice by letting students decide which strategies work best for them

- Guide students in transferring a familiar strategy to new problems

- Plan continuous instruction in language learning strategies throughout the course

- Use the target language as much as possible for strategies instruction

Conclusion. Most students can learn how to use strategies more effectively; when they do so, they become more self reliant and better able to learn independently. They begin to take more responsibility for their own learning, and their motivation increases because they have increased confidence in their learning ability and specific techniques for successful language learning.

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Підтримання стійкого професійного інтересу до вивчення англійської мови сприяє найбільш успішному її оволодінню, оскільки висока мотивація є основною умовою вдалого навчання англійської мови. Тому висока мотивація та постійний стійкий інтерес до англійської мови, що вивчається, збільшує відповідальність викладача у цілому навчальному процесі. У статті розглянуті методи підтримання стійкої мотивації вивчення до англійської мови як професійної, можна поділити на дві групи: Перша група – це психологічні прийоми та методи, до яких можна віднести: індивідуальний підхід, демократичний тип спілкування, створення доброзичливого клімату в навчальному колективі. Друга група – це методико-педагогічні методи, з яких можна виділити загальні дидактико-педагогічні методи: посиленість завдань та матеріалу, що вивчаються, поступове зростання складності навчальних задач та вправ, а також особистий вчительський приклад. І це дуже важливо, бо якщо вчитель сам любить мову та отримує насолоду від її викладання, то він подає позитивний приклад студентам, стимулює їх зацікавленість і мотивацію.

Ключові слова: мотивація, стійкий інтерес, психологічні прийоми, навчальні задачі, демократичний тип спілкування.

Поддержание устойчивого профессионального интереса к изучению английского языка способствует наиболее успешному ее овладению, поскольку высокая мотивация является основным условием успешного обучения английскому языку. Поэтому высокая мотивация и постоянный устойчивый интерес к английскому языку, изучаемому увеличивает ответственность преподавателя в целом учебном процессе. В статье были рассмотрены методы поддержания устойчивой мотивации изучения к английскому языку как профессиональной, можно разделить на две группы: Первая группа - это психологические приемы и методы, к которым можно отнести: индивидуальный подход, демократический тип общения, создания доброжелательного климата в учебном коллективе. Вторая группа - это методико-педагогические методы, из которых можно выделить общие дидактико-педагогические методы: усиленность задач и материала изучаемых постепенный рост сложности учебных задач и упражнений, а также личный учительский пример. И это очень важно, потому что если учитель сам любит язык и получает удовольствие от его преподавания, то он подает положительный пример студентам, стимулирует их заинтересованность и мотивацию.

Ключевые слова: мотивация, устойчивый интерес, психологические приемы, учебные задачи, демократический тип общения.