

10. Podolska Ye. A. Praktyka – kryteriy istyny, osnova i tsil' piznannya. Vydy praktyky [The practicum is the criterion of the truth, the basis and aim of knowledge. Kinds of practicum]. – [electronic resource]. URL: <http://westudents.com.ua/glavy/95149-praktika-kryteriy-stini-osnova-tsl-piznannya-vidi-praktiki.html>.

11. Tkachova N., Pashchenko I. 2015. Pedahohichna praktyka z muzychnoho mystetstva: zmist, struktura [The teaching practicum in music art: content, structure]; Instructional guide for students of higher educational establishments. Melitopol: Publishing house of the Melitopol city printing office.

12. Shevchenko O. M. Formuvannya fakhovykh kompetentsiy maybutnyoho muzykanta-pedahoha na kul'turolohiichnykh zasadakh [The formation of the professional competence of the future music teacher on the cultural basis]. [electronic resource]. URL: <http://elib.umsa.edu.ua/jspui/bitstream/umsa/2556/1/formuvannya%20fahovyh%20kompetentii.pdf>

В статье обоснована роль и место педагогической практики в профессиональном становлении будущего специалиста по музыкальному искусству. На основании анализа научно-педагогической литературы определены и уточнены сущность понятий «практика», «педагогическая практика» и «профессиональная подготовка специалистов». Рассмотрена проблема профессиональной подготовки студентов специальности «Музыкальное искусство» и «Среднее образование (Музыкальное искусство)», что бесспорно связано с проблемой набора абитуриентов на художественные специальности. Отмечено необходимость расширения и обновления средств, форм и методов подготовки специалистов в области музыкального искусства, а также подчеркнута роль педагога вузов в системе профессиональной подготовки будущих педагогов-музыкантов.

Ключевые слова: практика, педагогическая практика, профессиональная подготовка, профессиональная подготовка специалистов, учитель музыкального искусства.

The article is devoted to the determination of the role and place of the teaching practicum in the professional formation of the future music art specialists. The analysis of the scientific, pedagogical and methodological literature shows that the issue of the practical component of the professional preparation of the future teachers is the subject of investigation of many researchers. The aim of the article is to analyze the role and place of the teaching practicum in the professional preparation of the future music art specialists and make such notions as “practicum”, “teaching practicum”, “professional preparation of specialists” more specific. Vocational teaching preparation of the future music teachers is a difficult, many-sided and long process which is fulfilled during the whole period of students studying at the pedagogical university. One of the main forms of the formation of the future music art specialists is the teaching practicum. In the process of the research on the basis of the analysis of scientific and pedagogical literature such notions as “practicum”, “teaching practicum” and “professional preparation of specialists” were defined and elaborated. It is necessary to mentioned that the teaching practicum for the future music art specialists remains a very difficult stage on the way to their profession. It is definitely connected with the problem of enrolment of students to the art specialties. When the future music art specialists pass the teaching practicum they find themselves in the teaching and educational environment. It gives students-trainees the opportunity to find out all aspects of the many-sided work of the music teacher. The results of the scientific investigations analysis of the present research prove the fact that the experience gained by students during the teaching practicum gives the future specialists the opportunity to determine their view of life and profession, realize the right choice of profession, find out the level of personal qualities adequacy necessary for the profession of music teacher. Therefore, the teaching practicum is a good way to check theoretical knowledge gained by students at university and is the foundation for the profound mastering of problems which exist in the professional sphere. We think it is important to pay attention to the problem of the professional preparation of students of the specialty 014 Secondary education (Music art) to pass the teaching practicum (trial music lessons at the preschool institution) which is the prospect of the future research in this direction.

Key words: practicum, teaching practicum, professional preparation, professional preparation of specialists, music art teacher.

UDC 372.881.111.1

Kravchenko Tetyana Mykolaivna,
Senior Lecturer of the Department of English Philology
and foreign languages teaching methods,
Mukachevo State University

USE OF WEB-RESOURCES AT ENGLISH LANGUAGE CLASSES AND FORMS OF WORK WITH COMPUTER TRAINING PROGRAMS

Informatization of society not only sets new goals in the system of education, but it also becomes a means of improving the efficiency of education. Personal computers, Smart-Board, Internet are becoming the necessary means of learning foreign languages and important attributes for a teacher in English language classes at school. The use of information technology in the process of learning English allows to more widely and fully disclose the creative potential of each student. Thus, the relevance of using the latest information technology in the educational process at the present stage becomes clear. The purpose of the research is to investigate the process of using educational Web resources in teaching foreign language productive types of speech activity of secondary schools students; to substantiate the essence of the latest information technologies and to highlight the features of information and communication technologies in modern school education; to consider the main forms of work with computer training programs. During research, the following methods of scientific research have been used: theoretical analysis of scientific literary sources, synthesis, generalization, comparison, specification. The article analyzes the preconditions and meanings of the informatization process of society and education; improvement of oral foreign language in the process of using educational web resources has been described; the process of using educational Web resources in teaching foreign language productive types of speech activity of students of secondary school has been researched; the purpose of the introduction of new information technologies in the education system has been determined; the main forms of work with computer training programs have been described; the effectiveness of the use of educational Web resources and the latest information technologies in teaching foreign language productive types of speech activity of students of secondary schools have been researched. In the future, it is advisable to develop exercises to improve communication skills.

Key words: web resources, Internet network, educational process, computer training programs, productive kinds of speech activity

Introduction. In connection with the development of these technologies in all public spheres is taking place. The information technology and gaining popularity, the introduction of educational sphere, in which the merger of educational and

information technologies is rapidly taking place, as well as the emergence of new forms of education, is no exception. Distance learning is a form of such learning. It is based on the use of new information technology for independent distance learning, but has an interactive relationship between a teacher and a student. In addition, the modernization of the educational industry involves the transition from the use of traditional means of transmission and the receipt of information to a personal computer, computer classes with interactive methods and means of learning (interactive whiteboards and software) and the information field of the World Wide Web.

Analysis of recent research and publications. Researchers such as Polat E.S., Dmitriev E.I., Novikov S.U., Tsvetkova L.A. are actively involved in the development and introduction into the educational process of new information technologies.

The purpose of the paper (task statement) is to study the process of using educational Web resources in teaching foreign language productive types of speech activity of students of secondary schools, to substantiate the essence of the latest information technologies and to highlight the features of information and communication technologies in modern school education, to consider the main forms of work with computer training programs.

Research results. In this article, we will consider the method of projects, the tandem method and the use of the interactive whiteboard at English language lessons in secondary school

The project is a set of certain actions, documents, texts to create a real object, the subject, the creation of various types of theoretical product.

The basis of the method of projects is the development of cognitive skills of students, the ability to independently construct their knowledge, ability to navigate the information space, the development of critical thinking.

Project method is always focused on independent activity of students - individual, pair, group, which students perform during a certain period of time. This approach is organically combined with a cooperative learning approach. The method of projects always involves solving some problem, which, on the one hand, involves the use of various methods, means of training, and, on the other hand, the integration of knowledge, skills from various fields of science, technology and creative industries.

The main goal of the project is the formation of such key competencies as the ability to learn, general cultural and social competence.

The development of this competence is complex and involves, in particular, the formation of lexical, grammatical, phonetic, linguistic, social and cultural competencies. Ability to work productively with various partners in the group and in the team, to perform various roles and functions in the team, to take the initiative, to jointly define the goals of the activity, to plan, to develop and implement projects of individual and collective actions, to assume responsibility for the decisions and their implementation implies formation of social competence.

As it is known, the main problem of learning English is that outside the class, students have almost no opportunity to communicate in language. The use of project methodology in the learning process makes it possible to use language knowledge and speech skills more. The fulfillment of the tasks of the project goes beyond the limits of the lesson and it takes a long time, but a number of important tasks can be solved, namely:

- students will have the opportunity to carry out creative work within the framework of this topic, independently to learn information not only from textbooks, but also from other sources;
- students in the project interact with each other and with the teacher. The teacher is not only a controller, but also a consultant;
- the individual and collective responsibility of students for specific work within the framework of the project is strengthened;
- the project takes into account the interests and individual abilities of students.

Project work is not performed in isolation from the subjects

studied on the contrary, it is closely related to them. At the first, preparatory stage, students learn the grammatical and lexical material provided by the work program. Such a stage is very important, so to speak, fundamental, without which it is impossible to move on to the next one. A student can not express his/her thoughts without the necessary vocabulary and build grammatical constructions. Therefore, the project is preceded by painstaking work of the teacher and students in preparation for participation in this kind of educational activity.

The educational telecommunication project is a joint educational-cognitive creative or play activity of student partners, organized on the basis of computer telecommunications, having a common goal - to study some problem, agreed methods, methods of activity aimed at achieving a common result of the activity.

Telecommunication projects involve a departure from authoritarian methods of training, on the one hand, but on the other hand, provide a carefully thought out and conceptually grounded combination with a variety of methods, forms and means of teaching. It is only a component of the education system, and not the system itself.

Teachers and students in the process of working in a telecommunication project acquire communication skills and skills, that is, the ability to work in different groups, performing various social roles (leader, performer, mediator, etc.).

The main advantage of the telecommunication project method is that the implementation of the telecommunication project involves the use of a foreign language in the process of discussion, the creation of a language environment and the use of information technologies (Skype) between participants at a distance. In addition, communication takes place on-line, which makes it difficult to understand each other, but improves speaking skills, reduces the language barrier between participants and improves grammatical (the correct structure of sentences, the use of various constructions) and lexical (use active and passive vocabulary and study new lexical units) language skills. Also in the process of discussion there is a control of knowledge between students. If one student makes a mistake, the other can correct it.

Significant prospects for the optimal solution of the tasks of teaching, education, upbringing and development of the personality of the junior pupil in the educational process of the foreign language opens the use of an interactive multimedia software and technology training complex based on SMART Board technology, more commonly known as the "interactive whiteboard".

Smart-board is a convenient touch screen connected to a computer. The image on the board is transmitted by a multimedia projector connected to the computer. Managing general and special-purpose software stored in the computer's memory is done by touching the board. The special educational software of the board, the package "Gallery" (Gallery), contains a large number of ready-made graphic images, videos distributed by the themes of the school course, which allow the teacher to create the desired slides.

The smart board allows the teacher to work with multimedia visibility, that is, displaying objects in various ways: using graphics, photos, videos, animations and sound. The teacher uses everything that the elementary school student can perceive with the help of sight and hearing.

When preparing presentations, the teacher can take advantage of the possibilities of the Internet. Connecting the Smart-Board to the World Wide Web allows you to use on-line courses on educational sites or take a virtual tour of English-speaking guides to any city in the country you are studying.

In a limited access to a computer class, a training complex from a personal computer, a smart-board and a multimedia projector will allow all this to be realized in a regular classroom.

The largest number of Smart-Board educational programs is designed to study English. The "Collection" contains both grammatical constructions and video files with exercises on knowledge of grammar of English language. From the finished

drawings "Collections" you can create the necessary for the teacher thematic pictures.

Thus, the interactive whiteboard creates an interactive foreign-language cultural learning environment, taking into account various educational software, which is characterized by culturally relevant, informative, aesthetic, environmental, ergonomic, communicative, interpersonal, interactive, situational, multifunctional, and maximal proximity to reality.

One of the most advanced methods of learning foreign languages is the tandem method. Today, the tandem method is known as an alternative and integrated form of learning a foreign language that is widely used in schools and universities in many countries.

The main features of this method are:

1. The tandem method has a social and individual character. At the lessons, students have a wide range of opportunities for interaction and dialogue, teamwork, but little time is allocated to the individual style. That is why there is a need for individualization of the learning process, which enables everyone to demonstrate and improve their knowledge of a foreign language.

2. The tandem method has the character of "interchangeable roles", that is, the boundary between the teacher and the student disappears. Each of the interlocutors acts as a "linguistic expert".

3. Asymmetry is usually observed in relations between partners. In the tandem, these roles are interchangeable. Changing roles contributes to the elimination of the language barrier at the psychological level, eliminates the asymmetry between more and less experienced from the linguistic point of view of the interlocutor, which usually causes a sense of inferiority, fear of mistakes, shyness.

4. The natural mechanism of motivation, depending on which participants in the tandem can get only what they themselves are ready to give. If one of the participants wants his/her interlocutor to be as active as possible, he/she should, in turn, demonstrate maximum interest and activity. Otherwise, there will be an imbalance and tension in the communication process.

5. Internal autonomy of participants, which aims to study a foreign language in cooperation with others. The principle of the tandem destroys the stereotype that the learning process is a mechanical transfer of knowledge that is possible only with the participation of a professional teacher.

Conclusions and perspectives of further research.

Consequently, modern information technology significantly expands the ability of teachers to individualize learning, allow the most adapted learning process to the individual characteristics of students. Each student gets the opportunity to work at his/her own rhythm, that is, to choose the optimal volume and speed of material mastering. Favorable conditions create information technologies and for the organization of independent work of students in foreign language classes. A student can use the computer both for studying individual topics and for self-control of acquired knowledge. And the computer can repeat the same task as many times as necessary, and that ultimately leads to such a beneficial phenomenon as the automation of a particular skill. The process of studying at a school should evolve and therefore in the long run it is expedient to develop a series of exercises for learning English, specifically for working with internet resources.

References

1. Dybrova E.V. (2009.) The use of computer technology in the teaching of foreign languages [Prymenenye kompiuternykh tekhnolohiy v protsesse obucheniya inostrannym yazykam] red. E.V. Dybrova, N.H. Evtushenko . Novye tekhnolohyy. — № 4 (26). — p. 149-152.
2. Zhukovska D.V. (2012) Teaching of humanitarian disciplines of senior pupils of a secondary school by means of Internet resources [Navchannya humanitarnykh dysyplin starshoklasnykiv zahalnoosvitnoi shkoly zasobamy Internet-resursiv] red. I.F.Prokopenka, V.I.Lofova, Pedahohika ta psykholohiia: Zbirnyk naukovykh prats.— Kharkiv: Tsyfrova drukarnia №1., — p. 3-8.
3. Telytsyna T. (2002) Use of computer programs in English lessons [Ispolzovanie kompiuternykh prohramm na urokakh anhlyiskoho yazyka] red. T. Telytsyna, A. Sydorenko. Inostrannye yazyky v shkole. — № 2. — p. 41-43.
4. Tytova S. V. (2001). Treasures of the Internet for teachers of foreign languages [Sokrovyshcha Ynterneta dlia prepodavatelei ynostrannykh yazykov] red. S. V. Tytova. Vestnyk Moskovskogo unyversyteta. Seryia 19. Lynhvystyka y mezhkulturaia kommunykatsiya. — № 4. — p. 202-204.
5. Tokmenko O. (2006) Information Technologies in the teaching of foreign languages: today and forever.[Informatsiini tekhnolohii u vykladanni inozemnykh mov: sohodni i skriz viky] Inozemni movy v navchalnykh zakladakh. — №2. — p.98-100.
6. Tsyhankova E. A. (2011) Use of multimedia presentations in teaching foreign languages [Yspolzovanye multymedyyinykh prezentatsiy pry obuchenyy ynostrannym yazykam] [Elektronnyi resurs] / E.A. Tsyhankova // Nauchno-tekhnicheskyye konferentsyy [Sait]. — Rezhym dostupa : http://science-bsea.narod.ru/it_2011/cygangkova_isp.htm. Information about author Julia Misychna – English Teach

Інформатизація суспільства не тільки ставить нові цілі перед системою освіти, а стає засобом підвищення ефективності освіти. Персональні комп'ютери, Smart-дошка, мережа Інтернет стають необхідними засобами вивчення іноземних мов і є важливими атрибутами для вчителя на уроках англійської мови в школі. Використання інформаційних технологій у процесі навчання англійської мови дозволяє більш широко і повноцінно розкрити творчий потенціал кожного учня. Таким чином, стає зрозумілою актуальність використання новітніх інформаційних технологій в освітньому процесі на сучасному етапі. Мета дослідження – дослідити процес використання освітніх веб-ресурсів у навчанні ініомовних продуктивних видів мовленнєвої діяльності учнів ЗОШ, обґрунтувати сутність новітніх інформаційних технологій та висвітлити особливості інформаційно-комунікаційних технологій в сучасній шкільній освіті, розглянути основні форми роботи з комп'ютерними навчальними програмами. Під час дослідження використано такі методи наукового дослідження: теоретичний аналіз наукових літературних джерел, синтез, узагальнення, порівняння, конкретизація. У статті проаналізовано передумови та значення процесу інформатизації суспільства й освіти; охарактеризовано удосконалення усного іноземного мовлення в процесі використання освітніх веб-ресурсів; досліджено процес використання освітніх веб-ресурсів у навчанні ініомовних продуктивних видів мовленнєвої діяльності учнів ЗОШ; визначено мету впровадження нових інформаційних технологій у систему освіти; охарактеризовано основні форми роботи з комп'ютерними навчальними програмами; досліджено ефективність використання освітніх веб-ресурсів та новітніх інформаційних технологій у навчанні ініомовних продуктивних видів мовленнєвої діяльності учнів ЗОШ. У подальшому доцільно розробити вправи для вдосконалення ініомовних комунікативних навиків.

Ключові слова: веб-ресурси, інтернет мережа, навчальний процес, комп'ютерні навчальні програми, продуктивні види мовленнєвої діяльності.