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COMPARATIVE ANALYSIS OF COMPUTER-AIDED SELF-STUDY AND SKYPE LESSONS AS DISTANT TRAINING FORMS IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

The Internet is undoubtedly one of the greatest achievements of scientific and technical progress of the humanity. Furthermore, being crucially important tools for information search and data exchange among those who already know foreign languages the World Wide Web and computer technologies can render substantial aid for people proceeding along the path of language learning.

The most affordable method of computer-aided distant language learning is a method of self-study by means of various computer programmes and Internet sites. Students who give their preference to this method just have to choose suitable Internet resources. Some resources can be in a form of a ready complex distant-training course helping to learn grammar, vocabulary and develop all language skills: listening and reading comprehension, speaking and writing. Such courses also enable language learners to carry out self-assessment. The sites which can be given as examples of useful sources for learning English are the following: www.englisch-hilfen.de, www.agendaweb.org, www.learnenglish.britishcouncil.org, www.linvaLeo.com, etc.

At the same time, it is quite possible for students to compile a set of necessary materials themselves, on the basis of reviews and comments of other language learners on different Internet-forums. For example, a student selects texts on the topics they are interested in to learn new words and develop reading skills, sites for practising specific skills (listening, writing), Internet-forums to establish contacts with other foreign language learners or with foreign colleagues to discuss issues of common interest. A modern stage of technology development allows communicating with native speakers not only by texting, but also in person with the help of such popular applications as Viber, Messenger, Telegram, Skype and some others. Undoubtedly, speech practice of the kind will make a great contribution to pronunciation improvement, and, what is of vital importance, to overcoming a language barrier, which otherwise can be eliminated only in a language medium, i.e. in the country of the language being learned. In this case, learning a foreign language will not be a boring burden, but will become interesting and exciting, which along with motivation is the main condition of successful study.

Apart from the fact that new acquaintances may become useful interlocutors to practise speaking skills and achieve fluency in a foreign language, they may help to receive new necessary data in the professional sphere or even just to have close relationships to spend time together.

Special attention should be paid to the fact that the suggested method has a number of very important advantages compared to learning a foreign language with a teacher, either distantly (via Skype) or in a special educational institution, such as language courses, a school, a higher school, etc.

Firstly, language learners choose by themselves what and when to learn adjusting to their own needs, goals, mood, health condition and a daily routine.

Secondly, the given method allows saving substantial sums of money – a person does not need to pay for tuitions.

Thirdly, in addition to mastering a foreign language a person may gain a lot of useful necessary knowledge about various computer programmes and applications, which will definitely be of great use in a future study or career.

Distant learning at home on one's own (without a teacher) is quite an effective method of acquiring knowledge. However, not every person is able to make themselves study a foreign language systematically, have language practice at short regular intervals of time and cope with all difficulties, such as failing to understand grammar rules or context of using certain phrasal verbs, etc. A vast number of people require an external encouragement or a disciplining factor which can be provided for them only by another person, a teacher. At the same time, distant learning as any other method of education should be oriented to a systematic approach to lead to positive results.

As for lessons by means of the Skype programme we should note that in this case the teacher is an integral part of the education process, and even despite the fact that the teacher is far away and training completely depends on technology, and namely computer equipment, high quality Internet connection, and of course, power supply, a strict control of the learning process is provided. In this case, despite the fact the teacher can be called virtual, he/she makes study active, has an opportunity to organize a high quality process of learning.

A special emphasis should be put on the fact that lessons can be in real time and in a non-active mode. However, distant training in real time brings much more positive results, as direct communication between a teacher and a student allows instant creation of language immersion, and, if problems arise due to the fact that a student may fail to understand a certain topic being studied, there is always a possibility to turn to the teacher for help. Moreover, a student can have an immediate response and remarks on mistakes, if there are some.

Therefore, close informational interaction facilitates an effective study process, since, on the one hand, all skills are practiced during the lesson, knowledge of grammar is acquired and improved, as well as vocabulary is enriched; and on the other hand, the process of study is less time-consuming and tiring, because neither a student nor a teacher spends time on travel to a place of study. The time saved allows a teacher to concentrate on the methods of teaching and pay more attention to students, which is also one of the undoubted advantages of Skype lessons.

According to the English teacher, Anna Kotova who has done a survey on advantages and disadvantages of learning with the help of Internet-based technologies, Skype lessons can be conventionally divided into two types. The first one is when the lessons almost do not differ from traditional forms. The other one involves inclusion of only speech practice [1, c. 1].

A typical Skype lesson of the first type consists of revision of the previous material and introduction of a new topic with practice in the form of various vocabulary and grammar exercises, etc. However, the lesson time is not spent on checking home assignment, as it is usually sent to the teacher by the students in advance via e-mail or to the chat. Consequently, more time is left for practice, which can sometimes be a problem in a real class.

The second type of Skype lessons is supported by those teachers who claim that learning a foreign language via the Internet is, first of all, interesting for those whose aim is to master or practise a spoken language. Therefore the majority of the

language learners at such schools are young people travelling much, using the Internet actively and being on the way of making a career.

It should be noted that as any other method of study, Skype lessons have their disadvantages compared to other types of learning a foreign language. The first and most frequent problem which is faced by absolutely all participants of the Skype study process is technical troubles, such as

- a sudden disconnection with the World Wide Web due to absence of electricity for different reasons;
- a poor connection when the participants of the study process fail to hear or see each other properly;
- a failure to go to necessary electronic on-line resources (a site is out of order, etc.);
- troubles with electronic devices and computer hardware, etc.

Troubleshooting may sometimes be rather time-consuming and involve replacement of the equipment, therefore it becomes difficult to adjust to a new schedule, or even to new equipment in case the old devices are completely out of order.

One more issue that should not be left aside concerns groups of people who are unlikely to find this type of lessons convenient and acceptable. These are elderly people and children under the age of 10 years old.

As for the first group, elderly people tend to be conservative and prefer to do without any up-to-date technologies in any field of their activity, including education. They often find the way they were taught in their childhood and at a young age to be the most adequate and reasonable.

Concerning children, it is quite obvious that they need only a real teacher staying beside them in the room, because their attention must be grabbed and held all the time as they are too easily distracted from the lesson by external factors, such as noises, other people who may accidentally enter the room, various advertisements on the Internet, which may seem more interesting to a child than the information offered to them by the teacher.

The third group of people who cannot be advised to learn a foreign language with the application of the Skype programme includes those people who like studying together with others. Since it is a proved fact that when more than two people are sitting in front of the display it is hard for them to concentrate on the lesson itself and not to interfere with the others trying to focus on the topic of the lesson. Skype lessons are ideal for a conversation or acceptable for maximum two students having a lesson at one and the same time.

To sum up, it is necessary to say that despite the fact that currently the number of people who prefer study via Skype in Ukraine is still not very high, and they are mainly residents of the cities, the prospectives of this method are quite optimistic and depend on the speed of the Internet spreading over the whole territory including small villages where there are no native speakers and which are experiencing a lack of highly qualified teachers. The main point of study is a strong motivation, and if it is available a person does not have any difficulty learning to use necessary computer programmes and allocating one hour in their schedule several days a week to study a foreign language quickly and successfully.

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МЕТОДИЧНИЙ АНАЛІЗ ПРОГРАМ ФАХОВИХ ДИСЦИПЛІН КРЕМЕНЕЦЬКОГО ПЕДУЧИЛИЩА ІМ. Т.Г. ШЕВЧЕНКА

У збірнику «Програми з трудового навчання за профілем народних художніх промислів» подано апробовані педагогічною практикою програми: «Трудове навчання з елементами художньої обробки деревини та металу», «Гуцульська різьба по дереву та інструкція», «Петриківський декоративний розпис», «Токар по дереву», «Основи художньої кераміки», «Українська народна вишивка», «Ручна художня вишивка», «Художнє килимарство».

У багатьох школах та міжшкільних навчально-виробничих комбінатах навчання за профілями народних промислів здійснювали фахівці, творчі майстри, художники підприємств місцевої промисловості. Опрацьовані навчальні програми з урахуванням особливостей промислу. Школам, де навчали складної технології дозволялось вносити зміни до програм трудового навчання в 5-7 класах.

У зв'язку з специфікою народних промислів, їх традицій, технічних прийомів, навчальні програми розроблялись безпосередньо у школі або міжшкільному навчально-виробничому комбінаті.

Крім учителя, майстра, в роботі над програмою обов'язково брали участь художники, технологи, творчі майстри базового підприємства.

Згідно з встановленими правилами ці програми розроблені спеціалістами, погоджені з обласними інститутами удосконалення вчителів та затверджені обласними управліннями народної освіти.

Кожна програма передбачала ознайомлення учнів з основами декоративно-прикладного мистецтва, історією розвитку народних промислів, з видатними майстрами, організацією, плануванням й економікою виробництва в системі народних промислів на прикладі базового підприємства; оволодіння