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SOME ASPECTS OF THE USE OF A MULTIMEDIA TUTORIAL IN LANGUAGE LEARNING OF STUDENTS OF NON-LINGUISTIC PROFILE OF TRAINING

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The article is devoted to the use of a multimedia tutorial in language training of students of non-linguistic profile of training. The concept of «multimedia tutorial» is considered in the article, identified criteria of its effectiveness evaluation, the advantages and disadvantages of its use in the language training of students of non-linguistic profile of training. The multimedia tutorial «REWARD» as an effective tool of foreign language training of students of non-linguistic profile of education is analyzed.

Key words: E-learning, multimedia tutorial, foreign language training.

Introduction. The strengthening of Euro-Atlantic integration and strategic partnership of Ukraine, the implementation of the requirements of the Bologna system determines increasing foreign language training of future specialists and increasing requirements, finding effective ways of teaching foreign languages.

Traditional pedagogical and teaching methods don't provide complete and rapid assimilation of volume of knowledge, update training material doesn't not meet the modern information flow. The use of the latest technological and methodological developments in teaching foreign language is important and urgent at the present stage of development of the society and activation of educational-cognitive activity of students and increase motivation to learn foreign languages.

The National Doctrine of development of Education of Ukraine in twenty-first century said: «The system of education must ensure that the

organization of educational process taking into account the latest achievements of science, pedagogical theory, social practices, techniques and technologies; the sequence of levels of education and lifelong learning; creation and implementation of information technology of education.» [1, p. 2]

V. G. Kremen points out in his speeches that «computerization and informatization of education is priority and urgent tasks of the country. The relentless process of informatization of educational process cause the following factors: increase of the amount of scientific information, the dynamics of the development of society, active penetration of market relations, increase of the individual's social role. [2, p. 12].

Analysis of previous researches in scientific and scientific-methodical publications dealt with solution of the given scientific problem (O. B. Begich, T. N. Kameneva, T. I. Koval, N. I. Mylina, O. A. Paliy, V. P. Sviridyuk, G. S. Chekal, S. A. Shevchenko), which considers the problem of using new information technologies in teaching foreign languages showed that the use of multimedia tutorials and teaching aids in language training of students of non-linguistic profile of learning allows to increase effectiveness of educational process, teacher's work performance, to develop students' information culture, to increase the level of motivation to learn foreign language.

A. M. Kabanov, T. N. Kameneva, T. N. Romanchenko considered multimedia tutorials as an effective means of teaching foreign languages in their dissertations [4; 5].

The M. P. Yavich's studies are devoted to the problems of using the color palette and fonts for creating electronic textbooks [6; 7].

The contradiction between the high level of development of modern information technologies, software, hardware and the level of educational development, focused on their use in language training of future specialists; using modern multimedia technologies by students in everyday life and the lack of integration of these technologies into the learning process was determined by the relevance of our study.

The aim of the article is to consider the meaning of concept «multimedia tutorial» to define criteria of its evaluation, advantages, and disadvantages of its use in the language training of students of non-linguistic profile of training.

It is obvious that the paradigm of pedagogy, structure and content of education are changed in the conditions of informatization of education.

New teaching methods based on active and independent forms of acquisition of knowledge and information, replacing the demonstration and illustrative – interpretative, and methods commonly used by conventional teaching methods focused mainly on the collective perception of information [8].

Using multimedia tutorials is an important task for intensification of the educational process. The effectiveness of the adoption of new information technology depends on the following factors: the level of the educational institutions equipping with modern gadgets; the interest of the teaching staff in adoption them in the teaching process; the groups of authors capable of creating modern educational software.

Analysis of the publications devoted to the problems of Computer Assisted Language Learning indicates that the authors use the terms «electronic» and «multimedia» as applied to the tutorial or textbook as synonyms. The terms «electronic tutorial», «multimedia course» and «training programs» are used as interchangeable. [9]

The term «multimedia tutorial» is formalized by the way of the following definitions.

Definition 1. Multimedia tutorial is a computer software tool which developed for virtual or mobile educational environment that contains audio, video and graphic information, serving for the group or individualized learning that allows controlling the acquired knowledge and skills of students.

Exposition of basic material of research. Multimedia tutorial as an effective educational aid has following advantages in comparison with traditional printed textbooks:

- has a greater educational information content;
- contains multi-level educational material;
- activization of intellectual and emotional processes of perception, understanding, comprehension and interpretation of educational material based on polytouch perception of information;
- demonstrates the benchmark answer;
- availability of immediate feedback (internal and external);
- accumulation of statistical data of academic achievements of students;
- enables repeated playback of educational material that compensates for differences in speed perception;
- provides an individual pace of learning and self-study;
- contains units of a speech recognition;
- ability to work both online and offline modes;

- hyperlinks branched structure makes it possible to obtain background information directly from the tutorial (reference to electronic dictionaries, reference materials on the Internet);

- «open system» – a developer can quickly change the content of tutorial and structure of the textbook without modifying the main software;

- availability of the structure of control system – the teacher can use the most acceptable shape and consistency of presentation material. This allows the variable use of the same educational materials for different audiences and variety of learning activities.

- availability of replication.

The disadvantages of the multimedia tutorial include: the complexity of perception of a monitor screen text information; high cost of development; the dependence of the implementation and utilization from the resource base of educational institutions; necessity of team work of IT specialists and methodologists for multimedia tutorials development; lack of methods of Computer Assisted Language Learning.

Unfortunately, the authors of many multimedia tutorials don't take into account psycho-physiological characteristics of students, the dominant channels of perception of information, types of the nervous system and memory features, aren't given due attention to the problem of recording and control assignments of students during drills and final tests executions.

It is important to consider the following principals developed by the linguistic science in the development of multimedia tutorial as a means of improving the foreign language training of students of non-linguistic profile of training: *linguistic* (the principle of considering influence of the native language; the principle of functionality; communicative principle; the principle of concentric; the principle of intercultural interaction; the principle of professional orientation), *didactic* (the principle of consciousness; the principle of visualization; principle of activity; principle of strength; the principle of accessibility and easiness; the principle of learner autonomy, the principle of interactivity; the principle of individualization of learning; the principle of modularity of the structure of content), *psychological* (the principle of taking into account adaptive processes; the principle of stage-by-stage formation of speech skills; the principle of individual-psychological peculiarities of the personality; the principle of motivation), *cybernetic principles* (management efficiency is directly proportional to the quantity and quality of management information; the quality of education is directly proportional to the quality management of the educational process; the

quality of knowledge depends on effective control; learning efficiency is directly proportional to the frequency and capacity of feedback).

Multimedia tutorials can be used in traditional, blended or e-learning education.

There are three types of multimedia tutorials: autonomous, network and mixed. *Autonomous multimedia tutorial* is installed on PC or CD/DVD discs will provide work in autonomous or in-group mode in the multimedia lab. *Network multimedia tutorial* placed on the Internet or the local institution network. *Mixed type multimedia manual* integrates in its structure the means of the organization of asynchronous and synchronous communication and World Wide Web.

The mixed type multimedia manual for English learning 'REWARD' (Macmillan Heinemann Publishing House) was suggested as an example. It is a computer based tutorial of the same name basic course. All educational materials of the printed manuals are fully arranged in digital version, including exercises from workbooks.

Digital version covers all the key features of the original course, developed in strict accordance with the standards accepted at Oxford University for teaching English as a foreign language: equal development of the basic phonetic, lexical and grammatical skills; large amount of variety of exercises, ensuring the absorption of all educational course material; grammar program covering all main categories of language; active vocabulary structured lessons; maximum approximation of training to real life: authentic English texts, plenty of country studies information, elements of different cultures; flexible scheduling and regular control of knowledge.

REWARD combines versatility and convenience of autonomous learning, the benefits of traditional of the traditional forms of teaching and progressiveness of the new information technologies. Off-line course material consists of four levels: Elementary, Pre-Intermediate, Intermediate and Upper-Intermediate. Each level developed for one year of study, and contains about 150 hours of intensive language learning.

Educational material of the each of the first three levels is divided into eight sections. Material of the Upper-Intermediate level is divided into five sections. Each section consists of five lessons, one video lesson and one test. In total, it is 56 lessons for three levels and 30 for the Upper-Intermediate

On average, each lesson consists of 12-15 screens containing various exercises. There are about 24 screen pages in each Upper-Intermediate lesson. There are about 3,000 screen pages for all four levels in total.

The program provides the following types of tasks: 1) Click and drag element to the appropriate destination; 2) Mark this item; 3) Click to select this item; 4) Click and drag to build the connection; 5) Edit text in the gap; 6) Cross this word out; 7) Check out your results; 8) Mark the best word or phrase to complete the sentences; 9) In each line put the words in the correct order; 10) Complete the sentences; 11) Complete the sentences with the words in the list; 12) In each line mark the best word or phrase which completes the sentence; 13) Match the sentences and the prepositions; 14) Complete the sentences with a suitable word or phrase; 15) Complete the sentences with a suitable question word or tag; 16) In each line mark the odd-one out; 17) Choose the best word; 18) Put the definite or indefinite article in the text. Put # if there is no article needed; 19) There is one wrong word in each of these sentences. Cross it out.

Using REWARD at the institution as a basic textbook allows teachers, most of the routine exercises, developed for students for mastering basic knowledge of English, trust the computer as a simulator for the initial consolidation of language skills. Most exercises are sounded, regardless of their specific learning objectives. Above mention gives students an opportunity to get used to listening comprehension, speech apparatus prepares a foreign language pronunciation of sounds. It is also important that students have the opportunity to work on pronunciation, connecting simultaneously all three images: graphics, sound and semantic. There are exercises for training perfect sound and intonation of speech.

Video lessons have become more important methodological component of the course compared to the printed version of this course. The role of the teacher in class has changed due to this: cut down time on classroom study of basic material, more attention is paid to the correction, the further development and consolidation of the students' abilities and skills.

REWARD is one of the first world's interactive English language courses. The idea of distance learning is realized in the framework of it. Teachers' monitoring and free students' communication are presented in this course.

The possibility of distance learning enables computerized version of all written exercises from the original tutorial. Unfortunately modern software that can't check a text, written by a student. Student emails tasks in written form to the teacher/tutor.

The Internet service «News» provides a monthly digest containing political, cultural, scientific and sporting publications from the British media. All texts are selected and adapted to the linguistic peculiarities of the course.

The selection of news for each of the four levels is published. There is access to archived articles. There is a reference of every article from the unit «News» to the appropriate lessons of the course REWARD. It makes possible to use additional materials in educational process, which correlated with the learning materials of the basic course.

Placement Test, placed on the website <http://www.reward.ru/placement.htm>, was used to determine the level of English proficiency. The content of the above mention test was used as entry and final tests at the beginning and at the end of the training course. The results of these tests are presented in Tab.1

Tab. 1.

The results of the entry and the final tests.

Marks Level On the CEF scale	CG before the experiment	CG after the experiment	EG before the experiment	EG after the experiment
less 30 marks Elementary A1	90/32,6	86/31,15	99/35,74	81/29,24
31-60 marks Pre-Intermediate A2	109/39,49	108/39,13	100/36,1	96/34,657
61-90 marks Intermediate B1	51/18,59	55/19,8	52/18,8	67/24
more 90 Upper Intermediate B2	26/9,3	27/9,91	26/10,7	33/12,1

The results of the final test are shown that the level of language proficiency EG students of Upper-Intermediate level increased on 1.4 percent (CG 0,61%), EG students of Intermediate level increased on 5.2% (CG 1,21%), the number of EG students of Pre-Intermediate level has increased on 1.44%, the number of students CG increased on 0.36%; the number of EG students of Elementary level increased on 6.5%, the number of students CG increased on 1.45%. Analysis of the results of the final tests indicates a steady increase of quality of education indicators of the experimental groups in the framework of language teaching process. The quality indicators of the control group are significantly lower.

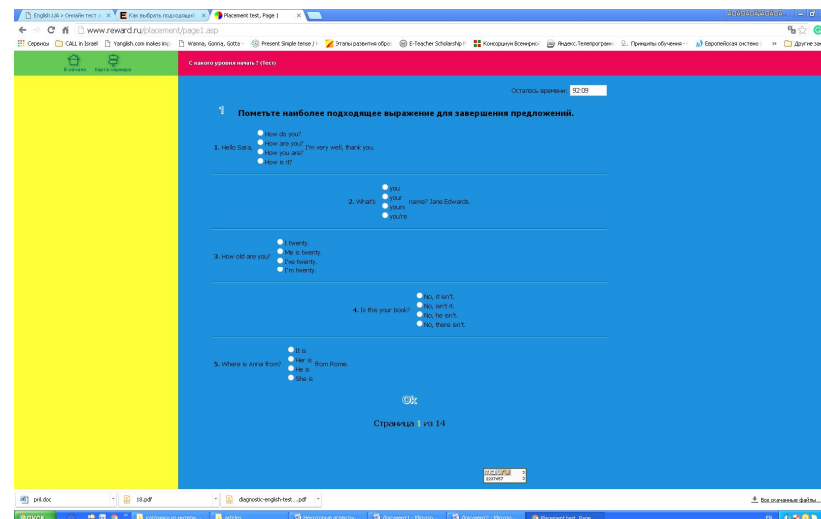


Fig. 1. Screenshot of the site <http://www.reward.ru/placement.htm>

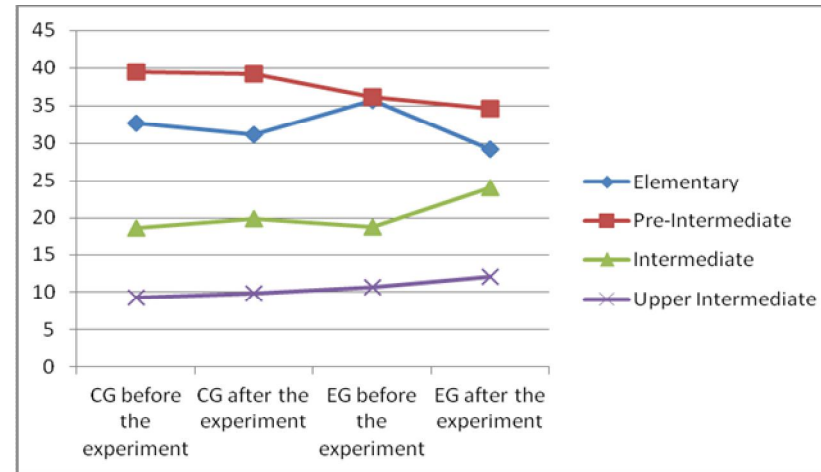


Fig. 2. The results of final test

Conclusions and prospects of further researches. The concept of «multimedia tutorial» is considered in the article, criteria of its effectiveness

evaluation are identified, the advantages and disadvantages of its use in the language training of students of non-linguistic profile of education.

The multimedia tutorial is an effective learning tool due polytouch presentation of educational material, possibilities of multilevel presentation of the same content. The computer-based activities develop such traits of students as precision and accuracy because the computer constantly monitors results of their work and indicates mistakes. The student can control the educational process by choosing a specific training mode, difficulty of learning material and sequence of tasks.

Development of adaptive multimedia textbooks, which are able to adjust to the individual psycho-emotional characteristics of students, taking into account their level of knowledge are prospective trends of our further research work.

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ДЕЯКІ АСПЕКТИ ВИКОРИСТАННЯ МУЛЬТИМЕДІЙНОГО ПІДРУЧНИКА В ІНШОМОВНІЙ ПІДГОТОВЦІ СТУДЕНТІВ НЕМОВНОГО ПРОФІЛЮ НАВЧАННЯ

В. Е. Краснополський

Стаття присвячена використанню мультимедійного підручника в іншомовній підготовці студентів немовного профілю навчання. У статті розкрито поняття «мультимедійний підручник», виділені критерії оцінки його ефективності, переваги і недоліки його використання в іншомовній підготовці студентів немовного профілю навчання. У статті зроблено аналіз мультимедійного підручника «REWARD», як ефективного засобу іншомовної підготовки студентів немовного профілю навчання.

Ключові слова: електронне навчання, мультимедійний підручник, іншомовна підготовка.

НЕКОТОРЫЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ МУЛЬТИМЕДИЙНОГО УЧЕБНИКА В ИНОЯЗЫЧНОЙ ПОДГОТОВКЕ СТУДЕНТОВ НЕЯЗЫКОВОГО ПРОФИЛЯ ОБУЧЕНИЯ

В. Э. Краснополский

Статья посвящена использованию мультимедийного учебника в иноязычной подготовке студентов неязыкового профиля обучения. В статье раскрыто понятие «мультимедийный учебник», выделены критерии оценивания его эффективности, преимущества и недостатки его использования в иноязычной подготовке студентов неязыкового профиля обучения. В статье проанализирован мультимедийный учебник «REWARD» как эффективное средство иноязычной подготовки студентов неязыкового профиля обучения.

Ключевые слова: электронное обучение, мультимедийный учебник, иноязычная подготовка.

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МУЗИЧНЕ ПРОСВІТНИЦТВО ЯК РІЗНОВИД КУЛЬТУРОТВОРЧОЇ ТА ВИХОВНОЇ ДІЯЛЬНОСТІ

Я. О. Лисенко

У статті розкривається сутність категорії «культуротворчість» як такої, що поєднує у своєму змісті принципи гуманізму, соціальної свободи і моральної відповідальності. Здійснюється аналіз терміну «афірмації» в проекції на теорії культурної діяльності. Представлено порівняльну характеристику відображально-інформаційних аспектів мистецтва і виявлено змістовну наповненість явища музичного просвітництва. Також розглядаються функції естетичного виховання як такого, що найбільш повно дозволяє реалізувати просвітницьку та виховну функції мистецтва. Естетичне навантаження художньої мови завжди використовувалось просвітницькою практикою з метою посилення проекцій, спрямованих на інтуїтивні орієнтації та особистісні переконання.

Ключові слова: виховання, естетичне виховання, культуротворчість, афірмація, художня діяльність, ідеологія, музичне просвітництво.

Постановка проблеми в загальному вигляді. Музика завжди відігравала величезну роль у духовному та моральному вдосконаленні людини і суспільства. Музичне просвітництво, яке сформувалось як вид діяльності, було спрямоване на розповсюдження знань про музику, залучення людей до кращих зразків світової музичної культури. Завдання та зміст музичного просвітництва визначались історичними особливостями епохи, станом культури та рівнем естетичного розвитку суспільства, його потребами. Теперішній час потребує від музичного