

DEVELOPING E-LEARNING SKILLS AT EFL UNIVERSITY COURSES

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The rapid growth of new technologies, IT in particular, has led to changes in education. The number of online courses with their up-to-date electronic tools and instruments, used while learning online, has caused a need to develop e-learning skills within the university students, moreover, the majority of e-learning courses available are taken in English. Some ideas on how to incorporate e-learning skills in EFL university courses based on these needs are given in this article.

Like any face-to-face course, e-course starts with creating virtual learning environment (VLE). To provide the effectiveness of its work and overcome the problem of being at a distance, i.e. absence of body-language, mimes, eye-contact, facial expression etc. known as paralinguistic, it is appropriate to begin with the Netiquette, an agreed set of rules and guidance how to behave adequately in cyber space. Netiquette may give clear instructions on wording of messages, their tone and style to be understood adequately, while communicating online, in order to avoid flaming and possible misunderstandings.

E-learning is not limited to fulfilling exercises and quizzes online, i.e. interactive activities and tasks. Like any learning process, it is built on interaction with the peers/group-mates, with the materials provided and/or the EFL teacher. Nowadays there is a variety of instruments students can interact through the course.

Forums are the place, where the most learning takes place. This is the place for discussions, where the conversation is provided by postings sent by the participants of the discussion. As the communication at forums asynchronous, to be effective and follow the thread(s) in time, students need to acquire specific online writing skills and follow the rules preliminary agreed on: how to make the contribution, what to start with, how to comment someone's contribution, how to give your own arguments not being abusive etc. To use forums adequately students should have developed their writing skills, knowledge of the structure of messages, the style to be used when communicating with a teacher or peers as well as good language skills and functions used while participating in face-to-face discussions. Being a good place to share the experience and ideas on the topic under the discussion and/or learning, forums can be seen as a good input instrument, very helpful in constructing student's own knowledge of the topic(s).

Wiki is a web technology that allows to construct a text or do a project. It is a good place, where students can collaborate, while doing the task or solve the problem put by a teacher. Wiki is easy to use and can be used both for the group-work and individual work of students. It deals not only with writing skills and the process of writing, but with the ability to work in team. The main specific feature of a wiki that the text, being created in it, can be edited, revised or even deleted by the peers, the process students usually are not used to, that can be overcome with the practice. History of the document allows a teacher to see the contributions of each student and assess or evaluate them when necessary as well as to monitor students' work on the task.

To be a good e-learner students should have a variety of other skills: technical skills, organizational skills which will help them with time management, though the language skills are essential as they provide communication and learning. That is why special attention at EFL university courses should be drawn to online writing skills and e-chat skills used while e-learning.

‘Learning by doing’ can be seen as an effective approach to be used for this purpose. To develop students e-learning skills it can be recommended to organize self-study of students, using ICT and e-resources accessible for them at the university platform or through the Internet. In addition to e-version of coursebooks, exercises and quizzes used at the EFL courses, it would be appropriate to encourage students to use forums especially while learning how to participate in discussions. Wiki can be used both for Project work and developing writing skills as it is a good place for drafting, proofreading a document or any other type of the text.

While teaching online, a teacher becomes a moderator, a facilitator of the learning process that need specific technical, organizational, pedagogical skills and language skills as well as the change in teachers’ behaviour and role.

ТЕСТОВЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕРКИ УМЕНИЙ ПРОСМОТРОВОГО ЧТЕНИЯ

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Изучение иностранного языка приобрело огромное значение в связи с процессами глобализации и, соответственно, изменением роли и функций иностранных языков в современном обществе. Иностранный язык становится необходимым инструментом в сфере профессиональной деятельности, а навыки и умения общения на иностранном языке в письменной и устной форме входят в профессиональную компетенцию специалиста.

Одной из основных функций иностранного языка в деятельности специалиста является чтение иноязычных профессиональных текстов, что ставит перед каждым специалистом сложную проблему выбора: что и как читать на иностранном языке? Какие стратегии нужно использовать при чтении иностранной литературы в оригинале и как усовершенствовать технику чтения?

Технике чтения на иностранном языке нужно целенаправленно и последовательно обучать, особенно в условиях уменьшения количества часов на обучение иностранному языку в вузе.

Выделяют 4 вида чтения текста в зависимости от поставленных целей:

1. Просмотровое - определение темы данного текста после беглого просмотра, без уточнения деталей.
2. Поисковое - поиск информации по поставленным к тексту вопросам.
3. Изучающее – полное понимание фактической информации.

Просмотровое чтение является важной стратегией при первом, ознакомительном чтении текста, когда специалист определяет для себя