GÜNÜMÜZ DİL-EDEBİYAT VE FİLOLOJİ ARAŞTIRMALARINDA YENİLİKÇİ EĞİLİMLER:

KURAM, YÖNTEM ve TEKNİKLER

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THE USE OF INFORMATION AND COMMUNICATIVE TECHNOLOGIES IN THE PROCESS OF HUMANITARIAN DISCIPLINES STUDYING IN HIGHER EDUCATION INSTITUTIONS

Использование Икт При Изучении Гуманитарных Дисциплн В Вузе

Roman HORBATIUK - Valentyna PAPUSHYNA - Nelia PODLEVSKA[*]

Аннотация

Использование ИКТ при изучении гуманитарных дисциплин открывает новые возможности для глубокого изучения материала в процессе профессиональной подготовки студентов. Обобщив и систематизировав наработки исследователей, автор предлагает виды работы с ИКТ, которые расширят возможности подготовки специалистов гуманитарных специальностей. Это кейс, презентация, портфолио, кроссенс, буктрейлер, сторителиг, сценарий, перфоманс, научная статья, сборник собственных поэтических или прозаических произведений. Основополагающим для студентов гуманитарных специальностей является постижение литературного произведения во всей палитре художественного и эстетического компонентов, ощущение их как механизма для саморазвития и самореализации. В этом процессе ИКТ выполняют такие функции: информативную, мотивационную, адаптивную, интегративную, интерактивную и др. Используя разнообразные виды работы с ИКТ, формируем у студентов навыки рассказчиков и чтецов, которые проходят путь от успешных исполнителей ролевых игр на практическом занятии к актерам студенческих театров, ведущих и организаторов поэтических гостиных, праздников, встреч и тому подобное. При этом растет количество обращений к Интернету, поскольку студенты знакомятся с образцами театральных спектаклей, игрой выдающихся актеров, имеют возможность быть участниками дистанционных читательских конференций и встреч с авторами литературных произведений. Таким образом, использование ИКТ способствует осознанию диалектической связи с эстетическим развитием общества, приобретению эстетического опыта, выработке умений и навыков практической реализации полученных

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[*] Prof. Dr., Pedagogical Sciences Mechanical Engineering and Transport Department, National Pedagogical University, Ukraine, gorbaroman@gmail.com - Assoc. Prof. Dr., Pedagogical Sciences Philology Department Khmelnytskyi National University, Ukraine, papushyna@ukr.net - Assoc. Prof. Dr., Pedagogical Sciences Ukraine Khmelnytskyi National University, Ukraine, podlevska.nelia@gmail.com.

знаний на практике, высокопрофессиональному овладению родным языком, сохранению и передаче национальных культурных традиций.

Ключевые слова: гуманитарные дисциплины, виды работы с икт, саморазвитие, эстетический опыт, культурные традиции.

Abstract

Using of ICT in the study of humanities subjects opens up new opportunities for deepening educational material in the process of professional training of students. Summarizing and systematizing the work of researchers, the author proposes types of work with ICT, which will expand the training of specialists in the humanitarian field. This is a case, presentation, portfolio, cross-sense, booktrailer, storytelling, screenplay, scientific article, collection of own poetic or prose works. The main thing for students of humanitarian specialties is to comprehend a literary work in the whole palette of its artistic and aesthetic components and to feel it as a mechanism for their own growth and self-development. At the same time, ICT performs the following functions: informative, motivational, adaptive, integrative, interactive, etc. Diversifying the types of work with ICT, we form the skills of speakers and reciters in students, who move from successful performers of role-playing games during the practical classes to actors of student theaters, hosts and organizers of poetic living rooms, holidays, meetings and more. At the same time, the amount of Internet applications is growing, as students get acquainted with samples of theatre performances, plays of outstanding actors, get the opportunity to participate in remote reading conferences and meetings with authors of literary works, etc. ICTs contribute to the awareness of the dialectical connection with the aesthetic development of society, the acquisition of aesthetic experience, the development of skills and abilities of practical implementation of acquired knowledge in practice, highly professional mastery of the native language, preservation and transmission of national cultural traditions.

Keywords: Humanitarian Specialties, Types Of Work With ICT, Self-Development, Aesthetic Experience, Cultural Traditions.

Introduction

Formulation of the problem:

Modern information and communication technologies have a significant impact on human consciousness through their comprehensive penetration into the life of society. This fact actualizes the study of global worldview transformations as a result of the spread of modern information and communication technologies. Informatization and computerization of all spheres of human activity today have

become the leading trends in world development. Information and communication technologies (ICT) are increasingly penetrating into various spheres of life, science, education, professional activity, requiring appropriate knowledge and skills in their application. In the modern information society, the mastery of ICT and the use of computerization is becoming an integral part of future philologiststraining. The modern educational paradigm requires a transition from passive to active learning technologies. The use of ICT in education is the next stage in the implementation of the latest approaches to teaching humanitarian cycledisciplines.

The use of ICT in the process of humanitarian disciplines studyingopens up new opportunities for deepening the educational material in the process of students'professional training. This process will be successful, provided that a number of negative factors are avoided, namely: lack of modern educational and methodological support, violation of the principle of expediency, overload of Internet materials, groundlessness and randomness of their use.

Analysis of recent research and publications:

The problem of using information technologies in the educational process has been studied in the works of I. Bogdanovoji, L. Romanyshynoji, L. Savchuk, Yu. Zhuka. The analysis of the issue of the use of information technologies in the professional activities of specialists in different directions has been considered in the works of V. Davydova, V. Klochko, Yu. Mashbits, M. Zhaldaka. Ukrainian researchers S. Karaman [7], A. Kucheruk [8], V. Strelnikov [10], A. Shapran [12] and others have devoted works to the integration of ICT into the traditional methodology of teaching professional disciplines of future philologists. The development of future specialist on the basis of information accumulation and systematization becomes material for creative rethinking and further developments by such researchers as V. Bykov [4], I. Khyzhnyak [11].

In particular, V. Bykov considers the computer-oriented component of pedagogical technology as a model of the content of education and provides a methodology for its application in the educational process using a computer, computer communication networks necessary for solving didactic tasks or their fragments [4]. I. Khyzhnyak classifies electronic teaching aids in accordance with the purposes of their application as educational, methodological, content, network, control [11, p. 219-221].

The term 'information technology' is often synonymous with the term 'computer technology', since all information technologies today are in one way or another associated with the use of a computer. However, the term 'information technology' is much broader and includes 'computer technology' as a component. In addition, information technologies based on the use of modern computer and network tools form the term 'modern information technologies' [1, p.16].

Computers are used today in almost all areas of public life. Therefore, the ability to work with modern information technologies in our state is mandatory and necessary for every person. In the process of successful training of the future specialist A. Shapran attaches great importance to the multimedia educational and methodological complex, which will cover electronic textbooks, manuals with video fragments and audio recordings of works, methodological manuals, video courses of lectures, a testing system, etc. [12].

When searching, collecting, processing and presenting information, students in the learning process must independently accumulate and store materials necessary for their professional activities. V. Strelnikov emphasizes that 'the use of ICT in teaching in higher education should be focused on the development of the student's personality ... in an information society, to ensure the development of creative thinking and research skills' [10, p. 9].

The scientist also notes that the skills of working with ICT will prepare the future specialist for the process of continuous learning. He / she must be ready for changes in information support and the conditions for constant updating of information infrastructure.

Numerous researchers consider the features of ICT implementation in the study of literary disciplines at a university. The advice of L. Zlativ [6] on the formation of a world-wide scientific, cultural and educational space with the help of ICT, which will contribute to the process of international communication, the harmonious synthesis of logical and imaginative ways of assimilating information is supposed to be of value. We believe that the use of ICT in such a context will also contribute to the formation of a reading culture, and will stimulate interest in reading works in the original language.

G. Dehtiarova adds general competence to the subject-oriented competencies of teachers-philologists i.e. the ability to create tables, pictures, diagrams, presentations, tests, search for the necessary additional information and work with electronic databases, in a local network, with Internet technologies and interactive board [5]. The researchers also note that mastery of ICT helps to analyze achievements and monitor learning outcomes.

Education of humanitarian students should be aimed not only at mastering certain amount of knowledge, developing skills and abilities, but at developing communicative competence, developing abilities, gaining experience in effectively arranging their own lives with the help of language in society.

Thus, the growth of the intellectual and creative potential of the future specialist, the development of skills for independent research activities, the formation of a reading culture as components of the development of the general competence of students, the expansion of the boundaries of their scientific, cul-

tural and educational space are possible with the acquisition of modern skills in using ICT.

The purpose and objectives of the article:

Having summarized and systematized the developments of researchers, we identify the purpose of the article asfollowing: to propose types of work with ICT, which will expand the possibilities of training a highly qualified specialist in humanitarian specialties.

Research results:

The use of modern innovative technologies directs the student to independently solve the educational problem, develops the ability to analyze, make decisions and argue, that is, apply theoretical knowledge in practical actions. For students of humanitarian specialties, literary education is a source of obtaining fundamental knowledge from professional disciplines, mastering and comprehending the aesthetic aspects of reality, understanding the manifestations of beauty in it. Modern author's pedagogical teaching methods are based on the humanistic and personal orientation of the pedagogical process, didactic improvement and reconstruction of educational material, and the expansion of methodological approaches [2].

The specificity of teaching the humanities made it imperative to introduce not only new forms and methods of work, but also the use of the latest technical means. Absolutely all links of teaching methods, the implementation of new forms of work are associated with the use of computer technology. Electronic presentations, educational videos, electronic texts, handouts in printed form, all this is an inexhaustible potential for use in the language classes of literature.

To ensure the proper level of implementation of e-learning tools, it is necessary to form and improve such a professional trait of a teacher as ICT competence. The allocation of ICT competence as a separate component of a teacher's professional competence is due to the active use of ICT in all spheres of human activity, including education.

Pedagogical methods are constantly developing, reflecting the social and economic norms of achieving the pedagogical goal. We can observe constant renewal of the educational process.

Innovations are being introduced. When studying the humanities such modern pedagogical technologies should be more actively used as: computerized teaching, interactive types and forms of work. They increase the cognitive independence of students and encourage the search for new information.

The introduction of computer technology into the educational process is a good means of enhancing cognitive activity, makes it possible to study any disci-

pline with interest. The presence of a computer with Internet access will allow the educational institution to be used as a local center of an open education system.

The use of ICT in the educational process while performing creative, scientific researchis interested both for student and teacher audience. Let's pay attention to such types of work as case, presentation, portfolio, crosssens, book trailer, storyteller, scientific article, collection of own poetic or prose works.

Among the interactive forms of work, educational interaction of students in pairs, microgroups, and groups is becoming widespread. It is mainly used in the process of search and analysis of information, the implementation of practical tasks, the preparation of disputes, seminars, and various creative tasks. In order to provide students with great opportunities for communication, expressing their own thoughts and feelings, the dominant place of learning in the classroom should still be devoted to the dialogue.

ICT promotes personally oriented learning in today's environment. It is important for us to direct each student to achieve a specific educational goal. The key in the process of professional training of future philologists is text-centrism, comprehension of a literary work in the entire palette of its artistic and aesthetic components and feeling it as a mechanism for one's growth and self-development. The work with an artworkexpands our worldview, encouragesourselves to look for additional information, and helps us rise to an understanding of the author's aesthetic ideals.

The task of the teacher is to develop a stable motivation for students to work with the book as a primary source. We are gradually complicating the work with the book. We strive to ensure that this process takes on independent forms such as: research and search, creative work, scientific research of the artistic values of a literary work.

At the same time, students develop interpretation skills and accumulate materials for active participation in 'discussion clubs', 'round tables', impromptu talk shows, conferences, etc.

The number of students' requests to Internet resources is growing. There they can get acquainted with the best examples of theatrical performances, play of outstanding actors, have the opportunity to participate in remote reading conferences, meetings with authors of literary works, etc.

The use of modern information technologies determines access to the world systems of knowledge that the teacher provides to students; free formation by the teacher of his / her own worldview, the development of the humanitarian orientation of education; dissemination of forms of home and distance learning; adaptation of the teacher's personality to the dynamically changing conditions of the economic functioning of life in general. Modern computer technologies allow

the teacher in the process of preparing for the lesson to qualitatively improve the process of teaching the material.

Combining the efforts of students and a teacher allows revealing the individual characteristics of each student, interesting him to achieve mutual understanding.

Humanities students have a certain amount of aesthetic knowledge, artistic erudition, the ability to feel beauty, acquire the skills to express their own judgments about artistic objects.

At the same time, it is important to actualize the accumulated knowledge, providing an opportunity for self-improvement to each student according to his interests and inclinations, for example, to realize himself / herself in didactic games as a storyteller or author of an interesting storytelling.

Successful performances of students in the classroom evoke positive emotions, appreciation and encourage others to be actively involved in practical activities.

The use of modern pedagogical technologies in the training of future professionals in general and future teachers of philology in particular, which involve the use of ICT, will promote the development of communicative, creative and professional competencies and stimulate the need of future philologists in self-education.

In the process of studying fiction, there should be used methods that involve listening to the text of fiction performed by the author, when the reader's initial perception of the work of art is deepened by understanding the author's accents and logical emphasis.

Such work is necessary during the study of language disciplines for the development of communication skills, especially by foreign students. 'Currently, the most effective study of a foreign language is, first of all, teaching students communicative activities' [3, p. 58].

The author's performance of the text will contribute to the understanding of the writer's style, the formation of operating with language means skills.

Mastering interpretive competencies, the ability to give a correct assessment of the transformation of literary works as an artistic phenomenon, creates the preconditions for the intellectual development of a future specialist.

It deepens the subject competences and influences the multi-vector value-motivational directions of students.

The use of such innovative technologies as: 'point of view', 'microphone', 'decision tree', 'brainstorming', design technologies, scrapbooking, etc. in the process of studying literary works appeal the importance of ICT usage.

We offer to actively include ICT resources in training (audiovisual (radio, cinema, television), computer, multimedia (projector, interactive whiteboard), network (local area network, Internet), additional digital resources (photo, etc.), extended by interdisciplinary workshops, complex long-term projects of students.

The main forms of work with the use of a computer in the classroom of humanitarian disciplines are: study of the topic of the lesson by students independently or in pairs using certain software; performance of test types of control of the studied material; creating your own programs for studying new material (both theoretical and practical), etc.

ICTs are indispensable in the conduct of social and cultural events in higher education institutions (HEI) and beyond, since they contribute to the awareness of the dialectical connection with the cultural development of society, the acquisition of aesthetic experience, the development of skills and the practical implementation of the acquired knowledge in practice, the preservation and transmission of national cultural traditions.

Conclusion

The introduction of ICT into the educational process of HEI enables future specialists to expand their capabilities, encourages active learning activities. It is a good means of enhancing cognitive activity, and makes it possible to study any discipline with interest [9].

Thus, the use of ICT in the study of humanitarian disciplines opens up new opportunities for deepening the educational material in the process of professional training of students, significantly activates the educational process, contributes to the formation of professional competencies of philology students through a variety of forms and teaching methods, the use of which involves referring to Internet resources from the purpose of deepening subject competences.

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