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MULTIMEDIA TECHNOLOGIES IN TEACHING THE UKRAINIAN LANGUAGE AS A FOREIGN LANGUAGE

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ABSTRACT

The educational potential of modern multimedia tools in higher education is today an actual direction of pedagogical scientific research. It is necessary to theoretically substantiate the possibilities of using multimedia technologies in the language training of foreign students, consider the advantages and disadvantages from the point of view of their use for educational purposes. The formation of foreign language communicative competence of foreign students with the help of multimedia tools can be carried out only under the conditions of a properly organized educational environment, sufficient motivation of students, an effective combination of forms and types of educational activities and independent work of students. The authors present their own methodological developments in the development of all types of speech activity using multimedia technologies, modern social network content, assessment of its possibilities as a learning environment, and the results of comparative studies of their use in language training of foreigners.

KEYWORDS

Multimedia learning tools, mobile learning, podcast, digital story, messenger, Ukrainian language as a foreign language.

4.1 LANGUAGE TRAINING OF FOREIGN STUDENTS IN THE CONTEXT OF MEDIA EDUCATION

The numerous challenges facing Ukraine today require each of us to at least fulfill our civic duties. For scientific and pedagogical workers, the field of such activity is education, ensuring the effective functioning of the educational environment. This activity has a special context in relation to the education of foreign citizens at Ukrainian higher education institutions, as it is one of the components of our state's reputation in the world.

The informatization of modern world society has significantly influenced the informatization of education in general and the informatization of language education in particular. For today's youth, who were born in a digital society and grew up with information technologies, the use of the Internet and mobile devices is an integral and completely natural part of life. The importance of the use of multimedia tools in the educational process is also determined by their wide possibilities for diversifying the content, methods and forms of learning, providing access to an unlimited amount of information that can be effectively used in independent work. The difficult military situation in

the country, the predominant education of students using a distance form makes it necessary to consider the multimedia tools used today in the language training of foreign students, not only as one of the trends of modern education, but also from the point of view of the success of the results of their use in education.

Today, multimedia technologies mean technologies that allow using a computer to integrate, process and at the same time reproduce various types of signals, various environments, means and methods of information exchange. They provide the possibility of saving huge arrays of information, interactive access to their elements and playback of video stories with sound on the screen of a personal computer. With the advent of educational tools based on multimedia technologies, the educational process has become more diverse and multidimensional.

Simulation of reality is the most important advantage of multimedia technologies. With their help, you can not only reproduce any object, but also provide it with a program that describes its behavior in real conditions. Thanks to this "virtual laboratory", the student practices professional actions that match the real ones as much as possible, actually dealing only with their electronic counterpart. The system can contain hints that guide the student's actions, gives an assessment of the results of its activity, and also allows repeating the action of a certain stage to correct errors as many times as necessary.

The skills of working with multimedia technologies in the learning process develop the student, foster independence, and the ability to self-study. The use of multimedia tools in the educational process definitely contributes to the motivation of students to study; implementation of a social goal, namely, informationalization of society; increasing the level of the learning process; student personality development; development of skills of independent work with educational material; increasing the effectiveness of training due to its individualization.

The most common ways of using multimedia tools in the educational process today are as follows:

- use of electronic lecturers, simulators, encyclopedias, textbooks;
- provision of distance education;
- multimedia presentations;
- training and demonstration and test and control programs;
- conducting interactive video conferences;
- creation of educational sites;
- creating presentations for teaching educational material;
- implementation of projective and research activities of students, etc.

The rapid development of information technologies enables the inclusion of unique and diverse content in the educational process, which opens up new perspectives for the language training of foreigners, allows solving many problems related to the intensification and optimization of the educational process of their learning the language of professional communication, the formation of communicative and linguistic competences.

Despite the attention of foreign and domestic teachers to the possibilities of intensification of the educational process with the help of the use of multimedia technologies, the study of their

didactic potential in teaching foreign students the Ukrainian language as a foreign language is still just beginning. The use of multimedia technologies in classes on Ukrainian as a foreign language is an actual direction in the methodology, which requires new pedagogical approaches and non-standard solutions. The main task of language training of foreign students in higher education institutions is the formation of students' ability and readiness for business communication, a wide range of competencies of both a receptive and reproductive nature, professionally oriented oral and written communication skills.

4.2 MOBILE LEARNING IN THE METHODOLOGY OF TEACHING UKRAINIAN LANGUAGE AS A FOREIGN LANGUAGE

Today, when mobile devices are at the peak of their development, the issue of their integration into education has become more acute. The use of tablet computers, smartphones, mobile phones, iPad, iPhone and other similar devices for educational purposes has led to the formation of a new direction within the concept of electronic learning – mobile learning (English M-Learning – Mobile learning).

The definition of mobile learning in scientific research is based on the technological features of mobile devices and on the didactic possibilities provided by these technologies. Mobile learning is an activity carried out regularly with the help of compact, portable mobile devices and technologies to facilitate, support, optimize and enhance teaching and learning processes, allowing students to become more productive when communicating, receiving or creating information [1].

Considering mobile learning in the context of language learning, we define this term as a form of organization of the learning and control process, based on the use of mobile communication devices, during which students can develop and improve language skills and the ability (based on the means of synchronous and asynchronous communication) to form sociocultural and intercultural competence in order to use a foreign language as a means of communication in social, everyday and professional spheres.

The uniqueness of mobile learning compared to traditional and modern methods, such as e-learning and blended learning, is that students, first of all, are not tied to a specific time and place, but have access to educational material at all times, in any time convenient for them.

Mobile learning:

- stimulates positive transformations in the methodology of teaching a foreign language;
- provides new means of communication and collaboration;
- helps to combine learning in the classroom with learning outside it, on the way home and between classes;
- enables the exchange of information;
- optimizes the process of commenting, discussing or exchanging electronic data;
- changes the traditional role of the teacher as an undisputed authority to a more modern role of co-author or mentor.

It should be noted that today's students, despite all their education in the field of digital technologies, in our opinion, are still not sufficiently oriented in the variety of software products offered. Therefore, the task of the teacher is to help the foreign student in choosing the necessary and appropriate products that can maximally contribute to language learning, and thereby individualize the learning process. It is necessary to regulate the use of these devices by students and teach them to use mobile devices purposefully for learning, which will allow to optimize this process.

Didactic use of popular media guarantees high motivation in the educational process outside strictly regulated spaces and contexts. The main didactic properties of mobile technologies are interactivity, informativeness, clarity, autonomy, ease of use, instant access and provision of feedback. These didactic properties determine the expediency and effectiveness of the integration of mobile applications for the development of language skills and oral-speech skills of speaking and listening; communicative, socio-cultural and informational and communication competences of students; organization of their independent and classroom, individual and group work; providing feedback; visualization of materials; use of tasks of traditional and new formats, including project type; implementation of control, etc.

Today, users of mobile devices have access to a huge number of applications for learning foreign languages, primarily English. But there is already a certain set of mobile applications and programs focused on various aspects of teaching Ukrainian as a foreign language. For example, students, translating a text on a certain topic, can turn to electronic dictionaries. Help applications for mobile electronic devices provide quick access to information; the vocabulary base in mobile dictionaries is, as a rule, more up-to-date compared to printed versions; the use of mobile devices in classroom classes and for independent work helps to increase the motivation of foreign students to learn the language.

The integration of mobile devices into the process of learning Ukrainian as a foreign language has a number of important advantages. This is, first of all, a variety of forms of work with authentic materials: learning vocabulary, practicing pronunciation, teaching dialogic and monologue speech, teaching writing, practicing grammar skills. Secondly, the opportunity for foreign students to access the necessary study materials anywhere and at any time. Thirdly, thanks to mobile technologies, the presentation of educational material is very colorful, filled with illustrations and multimedia effects. They also facilitate automatic and quick verification, which gives students the opportunity to receive the most relevant information about their educational progress. And, finally, expanding the possibilities of individualization of the educational process due to the fact that the teacher can choose from a whole range of resources exactly what its students need and are interested in.

Among the main goals of using mobile technologies in language learning are the provision of feedback and control (communicative mobile applications), instant access to materials (reference mobile applications), visualization of materials (multimedia mobile applications). Existing educational mobile technologies can be divided into several types:

- joint (social networks, learning management systems);
- communicative (student survey system and testing system);

- reference (dictionaries, encyclopedias, search engines);
- multimedia (podcasts and videocasts), etc.

Didactic functions of shared mobile technologies are exchange of ideas, resources, materials, organization of group project activities, accumulation and storage of information; communicative – instant feedback and educational control, organization of individual and autonomous learning, implementation of self-reflection and self-control of students, creation of mobile tests and implementation of mutual learning and mutual control. It is advisable to use reference mobile technologies for the development of the skills of working with information: information selection, critical evaluation and interpretation, creation of problem-searching tasks for work in pairs or groups. Multimedia mobile technologies contribute to the development of oral types of speech activity, convenient in creating mobile exercises and tasks and organizing project activities, visualization of educational material.

Let's consider in more detail the possible task formats, speaking skills and abilities that are formed in foreign students in the process of using a certain type of mobile applications. For example, when using multimedia mobile applications (mobile podcasts and videocasts) for the formation of phonetic skills, such a format of a project task as a digital story is possible. Communicative mobile applications (mobile polling and testing systems), which are based on interactive tasks with modified assessment and feedback, are indispensable for improving grammar. The vocabulary is enriched by reference mobile applications (mobile dictionaries, encyclopedias, search engines), for which problem-search tasks, in particular mobile quest, are appropriate.

To successfully work with an electronic dictionary, you need the teacher's instructions and the development of students' skills in working with information available on reference sites and applications. The teacher's recommendation is also of great importance in choosing one or another resource. When giving certain recommendations to students, it should be taken into account that mobile translation applications, such as Google Translate, translate words, phrases, sentences using Google's interactive translation service, but they only allow you to get a translation of a word or expression, which is not always correct.

The experience of my own pedagogical work allows me to recommend to teachers, first of all, to teach students to work with such monolingual explanatory dictionaries as "Merriam Webster Dictionary" and "Dictionary.com", which, in addition to describing the lexical meaning, contain examples of the use of lexical units and provide an opportunity to obtain information about words, phrases and idiomatic expressions in context. In addition to transcription, these dictionaries also contain an audio recording of the pronunciation of words. In the category of monolingual dictionaries, the dictionary "The Free Dictionary by Farlex, Inc" deserves attention, because this application allows to search a number of dictionaries and encyclopedias at the same time.

The experience of working with mobile applications, developed for the purpose of developing lexical skills and expanding the vocabulary of students, shows that many of them are built on a game basis and are intended for independent learning of a foreign language. Yes, the R.I.D. project was created by "Ukrainians for Ukrainians". The application in game form will help in studying or deepening knowledge of the Ukrainian language and culture. The materials are presented in the form

of a system of cards. Every day, the user receives three new words to memorize, accompanied by explanations, illustrations and interesting facts or quotes.

The "Mova" application helps in learning the rules and peculiarities of the Ukrainian language, gets rid of slurs, contains tips on improving writing and speaking, contains a section with apt quotes. All materials are presented in a visual form and with humor. A character in the form of a funny tongue wittily illustrates this or that rule. This contributes to both perception and memorization.

The mobile application "Learn and play" is also interesting to use, an interesting attempt to combine an interactive dictionary and a virtual tutor in an unobtrusive game way. The application will be useful to those students who are just starting to learn the Ukrainian language. The program allows you to learn the alphabet and the most common nouns and verbs, which are illustrated with an animation that visually explains the word. All materials are provided with audio, which allows to practice correct pronunciation.

The "Learn Vocabulary" application contains a typical set of tools for learning Ukrainian as a foreign language. Speakers of more than three dozen world languages can master the basics of spoken Ukrainian. Interestingly, the application can easily be used in the "reverse direction", that is, for example, to learn a foreign language. The program involves drawing up an individual study plan, which depends on the weekly amount of material. Among the interesting functions, it is possible to note the function of learning in a dream. Mastery of the material is combined with repetition and verification of the passed material in the form of quizzes.

In our opinion, many programs for replenishing the vocabulary can be used, first of all, for independent work of students, to activate and develop lexical skills within the framework of studied topics, for self-testing. At the same time, it should be noted that not all programs have high-quality language content, various types of tasks and do not fully use the technical capabilities of modern mobile devices.

Students are happy to use the capabilities of their mobile phones to learn a foreign language. For example, let's offer students to create a personal photo story – a series of pictures about their ordinary day. Then, based on this collage, they had to describe their day in Ukrainian. Let's also suggested telling this story, for example, from the 3rd person, in the past, future tense, in order to train different grammatical forms. It is also possible to use, for example, such a task: "Take photos of everything you see in Ukrainian around you (signs, menus, advertisements, inscriptions, etc.) and look for errors/chips". The class will certainly be in a positive way when you start discussing the pictures you have taken.

It is not possible to ignore the possibilities provided by the microphone in the mobile phone. Students can communicate with friends, teachers, native speakers using voice messages in Skype, WhatsApp, Viber. It is appropriate to offer students to listen to audio podcasts (short audio recordings of various topics) in Ukrainian.

Mobile applications for learning Ukrainian as a foreign language are gaining wide popularity every day. They have great potential in increasing the motivation and cognitive activity of students, the effectiveness of the language training process, help to individualize learning and are designed

to significantly improve the process of foreign language training for a wide range of students, open up new aspects of it and turn it from a serious time-consuming process into an exciting activity.

4.3 WAYS OF INTENSIFYING THE PROCESS OF LANGUAGE TRAINING OF FOREIGN STUDENTS USING PODCAST TECHNOLOGY

The word "podcast" comes from the words "iPod" and "broadcast". The Oxford English Dictionary defines a podcast as "an audio or video file distributed over the Internet for listening on a computer or mobile device, and which is available for listening at any time convenient for the user" [2]. All podcasts can be divided into three groups: audio podcasts that provide information in the form of an audio file in MP3 format; video podcasts, in which information is presented as a video file; screencasts presenting information in the form of a video file, in which an audio track with comments is superimposed on the video recording using a special program.

The prospects for using podcasts during foreign language learning are quite broad: expanding the boundaries of the educational environment (auditory and non-auditory time); the possibility of solving the problem of intercultural communication and interaction due to the distribution and exchange of podcast files on the Internet; reducing the level of psychological difficulties and overcoming the language barrier; availability of additional language practice, etc. [3]. In addition, let's note that the process of creating one's own podcasts contributes to the formation of the ability to improve and develop one's intellectual and general cultural level, to independently acquire and use new knowledge and skills in practical activities, to freely use a foreign language as a means of professional communication. A podcast provides the possibility of posting, listening or watching audio or video files on the podcast service; enables discussion of the content of the podcast in the microblog; contributes to the development of students' cognitive abilities, cooperative learning skills and independent learning activities.

The teacher of the Ukrainian language as a foreign language should take into account the fact that on the Internet there are both professionally created podcasts and amateur audio blogs, which are significantly inferior in the quality of the offered content. The most efficient way to find the podcast you need is to go to the podcast directory, where you can choose the category you want and view the list of podcasts available for download. The most famous podcast server is YouTube, where every registered user can host its video podcast, view others, and participate in discussion and commenting on podcasts in microblogs.

Our own experience of using podcasts in teaching Ukrainian as a foreign language to students of technical specialties of higher education allows us to state that a number of conditions should be observed when using this technology. So, the video material used by the teacher must correspond to the level of knowledge of the students, be consistent with the educational topic and the material being studied. It is necessary to clearly highlight the main, essential; feel the measure in the use of visualization, demonstrate it gradually and only at the appropriate moment of the lesson. Viewing of

video podcasts should be organized in such a way that all students have the opportunity to clearly see/hear the material being demonstrated. And, finally, the explanations given during the demonstration of the video material need to be thought through and worked out in detail.

An effective scheme of working with educational podcasts coincides with the technology of working with audio text:

- listen to the podcast in its entirety and try to understand its essence;
- listen to it again, while simultaneously watching the text on the screen;
- read the text (script) from the screen;
- work with new words;
- listen carefully to the audio recording again, simultaneously watching the text on the screen (it will also be useful to speak the material out loud);
- listen to the podcast without a script for the last time.

Before starting work with a podcast, the teacher must determine the target group, the level of language knowledge, the listening style, the need to edit the material, exercises aimed at a certain type of activity, the connection with the main educational material. Podcasts should be short (no more than 3–5 minutes) and correspond to the topic of the class.

Let's consider possible tasks for each stage of working with a podcast. Before listening or watching, key words are presented, the meaning of which can be guessed or whose meaning needs to be explained; it is possible to make an assumption with which topic the text will be related or suggest to make associograms with a key word, which will contribute to the repetition and generalization of students' vocabulary on a certain topic. During listening, exercises may be offered in which you need, for example, to select from the given words those that were used in the text; complete the table; choose or distribute according to the content of the illustration; fill in the gaps in the text. After listening to the text, students are asked to answer questions, formulate the names of parts of the text, or determine the correspondence of statements to the content of the text. At this stage, it is advisable to use creative tasks, such as continuing the story, form questions to the text, compare them with the partner's questions and act out an interview, invent and tell a similar story, etc.

Let's present an example algorithm for working with podcasts aimed at the development of speaking and listening. At the beginning of work with podcasts, the teacher must explain to the students the purpose and tasks of the project, familiarize them with the rules of working with the platform of the podcast service, where they will be placed and the network interaction of students and the teacher. The teacher needs to explain to the students what their educational activity will consist of, determine the algorithm for working with the podcast, and establish criteria for evaluating students' participation in this type of educational activity.

At the main stage of the process, the topic is selected and the students create the text of the podcast. Students are invited to prepare the text of the speech (podcast), where each of the participants can present themselves. The teacher monitors the independent activity of students, helping them to prepare a grammatically and lexically competent speech text.

Next, a podcast is recorded by each student. Podcasts created and placed on the service are listened to (watched) by the teacher and students during extracurricular hours. All students are encouraged to participate in the online discussion of the podcast, i.e. post microblog feedback or comments about the content and/or structure of the podcast. The teacher then organizes a general discussion and analysis of the podcasts.

At the final stage, there is a self-evaluation of the completed work, where students must determine to what extent they managed to reveal the essence of the problem, consider the difficulties that arose during the implementation of the project, put forward proposals for improving further work.

At the end of the work, the teacher evaluates the students' activity according to the previously discussed criteria. The proposed algorithm of students' and teacher's actions assumes that a rather large volume of educational activities is carried out by students independently. This makes it possible to assert that, along with the formation of students' Ukrainian-language communicative competence, this technique is also aimed at developing their skills of independent educational activity, learning the language according to an individual trajectory.

Podcast as a medium is an important technical means of learning a foreign language, because it allows solving complex tasks of foreign language education, promotes the development of all components of foreign language communicative competence of students.

4.4 EDUCATIONAL TECHNOLOGY OF DIGITAL STORYTELLING IN TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

Nowadays, most of the communication takes place in the digital plane: on the Internet, on computers, mobile devices, smartphones, etc. Today, Ukrainian higher education is characterized by significant changes, namely, the wide use of information and communication technologies, ensuring the self-development of students through creative tasks, which undoubtedly include tasks in the "digital story" format. At the current stage of the development of information and communication technologies in education, there is a tendency to replace traditional storytelling with a digital analogue – digital storytelling. However, despite the growing popularity of digital storytelling, among scientists and practicing teachers there is still no unified view of this technology, the scope and principles of its application, rules and methods of its practical implementation.

Digital storytelling is a special form of short story in video format, where the narrator conveys its experience in an emotional and artistic form [4].

Despite the variety of existing terms (digital documentaries – digital documentaries, computer-based narratives – computer narrative, digital essays – digital works, electronic memoirs – electronic memoirs, interactive storytelling – interactive narration), the essence of the phenomenon as a whole boils down to the combination of art to tell stories and possibilities of modern multimedia: graphics, audio, video and web design [5].

Digital storytelling can be considered a pedagogical technology because, on the one hand, it, like any technology, includes a chain of actions aimed at creating a certain product; on the other hand, this technology can be recognized as pedagogical because it contributes to solving practical and educational tasks. Digital storytelling has such characteristics, typical for educational pedagogical technologies, as operability and systematicity, conceptuality, reproducibility, controllability.

Let's propose to consider digital storytelling as a type of traditional storytelling performed in a digital format, as a result of which we get a kind of small-form media product that uses digital tools to create and present a narrative with elements of interactivity. Thus, digital storytelling combines both traditional static visual information (text, graphics) and dynamic information of various types (speech, music, video, animation, etc.).

The basis of digital storytelling technology is a well-known psychological factor: compared to any other form of information transmission, stories are more expressive, exciting, interesting, and always subconsciously associated with personal experience. They are easier to remember, they have a significant impact on the formation of beliefs and behavior of a person, if they sound at the right time and in the right place.

The duration of a digital interactive story created for educational purposes is from 2 to 10 minutes. The topic of digital stories is quite broad. It is possible to distinguish three main categories of digital stories, namely: personal stories – stories about significant events from the life of the narrator; historical documentary stories – stories about dramatic events of the historical past; applied stories intended to inform or instruct on certain issues [6].

The use of digital stories in classes supports the convergence of four personal-oriented technologies: promotes student activity, reflection, implements project-based learning and integrates modern information and communication technologies into the learning process [7]. The result of the use of this educational technology in the process of teaching a foreign language is the possibility of personalization of learning and the formation of information competence in students (the ability to work with various types of information: finding, storing, creating written and oral texts), cognitive (the ability to set tasks, think creatively and critically), scientific research (ability to collect and select data, correctly draw up citations, observing copyright, etc.) and communication skills.

The specific features of digital stories include the presence of a point of view, a dramatic (problematic) question, emotional content, voice accompaniment, and a soundtrack [8]. Mandatory components are the general purpose of the story, the position of the storyteller, key questions that hold attention, the choice of content, the clarity of the voice accompaniment, the pace of the story, the use of the appropriate content of music and sound design, the quality of the images, videos and other multimedia components used, conciseness in relation to details, grammatical and stylistic correctness.

The algorithm for creating a digital story can be as follows:

- choosing a topic;
- drawing up a plan;
- script writing;

- recording of the story;
- editing;
- presentation of the story;
- commenting;
- evaluation of work [9];
- search and collection of digital resources (graphic, audio and video resources);
- creating a digital story by combining selected digital resources with textual content according to the script [10] (an important point here is the storyboarding process to provide a textural and visual overview of the digital story plan).

Our own experience of creating digital stories in teaching the Ukrainian language to foreign university students allows to offer the following action algorithm:

- stage of planning and preparation of the text;
- stage of creation;
- feedback and reflection stage.

Competition, the desire to compete and win turned out to be one of the effective motivating tools for attracting foreign students to create their own digital stories in the process of language training. Thus, after showing the students the digital stories created by the teacher as a way of presenting new material, we offered them as a task to create their own digital storytelling, and then hold a kind of educational battle, where the group would identify the winner according to certain criteria.

The main activity at the stage of planning and preparation of the text is the definition of the topic and purpose of the digital story. It is necessary to find answers to the questions: To whom, about what and why do I want to tell? The next step is gathering information and thinking through the plot, where it is important to solve the following questions: What do I know about this? What else do you need to know? What will I talk about first? What key questions will I ask? What will happen in breeding? How will the story end?

It is important to draw up a detailed meaningful plan. The last step of this stage is the selection of necessary materials (photos, images, maps, video recordings, sound and musical accompaniment). At the stage of drawing up the story plan, it turned out to be effective to use brainstorming or discussion, which allows to involve the maximum number of students. Presentation of ideas in front of an audience of fellow students contributes to the development of a whole range of universal learning skills in students: creative and critical thinking, setting educational tasks and solving them, working with information, paying attention to details, effectively using oral and written communication, working in cooperation, etc.

The stage of creating a digital story should begin with the preparation of the storyboard on paper, the definition of the episodes that will consist of the story, their sequence, the types of images and how to change them, and the creation of voiceover text. Then you need to choose programs or online services for installation. Editing of episodes is carried out according to the storyboard, a recording of voice accompaniment is superimposed.

The final stage of feedback and reflection involves studying feedback and critical remarks about the created content and, if necessary, finishing the story. Demonstration and discussion of student works should be a mandatory part of training. Any story needs a viewer and a listener. This provides the necessary motivation and desire to improve one's skills. Viewing the story itself lasts 3–4 minutes, the performance may well take up to 15 minutes. Students are encouraged to divide their speech into three parts: pre-demonstration, demonstration and post-demonstration. This division corresponds to the methodical organization of work with any type of text.

At the pre-demonstration stage, potential language and extralinguistic difficulties are traditionally removed, students develop and propose their tasks and exercises. It is possible to offer students to make an introduction, as film directors do before the first viewing, or traditionally perform a number of lexical and grammatical exercises. After viewing, the author of the digital story receives feedback, but not yet on the story itself, but on the problem raised in it. This is usually the most interactive part of the presentation. Students can arrange mini-debates, take quizzes and announce the results, organize a game, and more. The final word of the author concludes the presentation.

It is necessary to involve all students of the group in the evaluation procedure. The final grade is derived as an arithmetic average and is supplemented by the teacher's grade. The most important components, the meaningful and technical (digital) side of the story, as well as the students' ability to present their story to the viewer without imposing their point of view, should be evaluated.

Special attention during evaluation is paid to correct citation and design of links to used intellectual property products, compliance with copyright to prevent plagiarism.

The use of digital storytelling technology in classes on Ukrainian as a foreign language is a very painstaking educational and methodical work. Creating an emotional dynamic digital story with clearly limited wording, appropriately selected images and audio accompaniment requires considerable effort, multiple corrections, and numerous attempts to voice the story. But all this effectively affects the formation of communicative competence of foreign students. The use of digital stories contributes to the development of listening skills of authentic language, understanding of culturally determined differences in communication.

For modern students, who have been oriented towards multimedia products since birth, digital stories contribute to self-expression in the best possible way, stimulate them to creative activity. Students can demonstrate the results of their works in class, post them on the Internet, share them on social networks or send them to the bank of digital stories (Centre for Digital Storytelling).

Today, there are many Internet services where you can familiarize yourself with the technology of creating digital stories, download free auxiliary programs, and see examples of ready-made digital products. Digital storytelling can be implemented in the form of a video clip, presentation or HTML pages with multimedia content. Among the tools for creating digital stories, it is possible to highlight Power Point (presentations with text, sound, multimedia), Photo Story (photo stories with text, photos, sound, music), Movie Maker (film with voice-over narration), Zimmer Twins (cartoon with text, music, audio). Digital stories can be created using mobile applications,

on websites (Render forest, Animatron), on sites in various programs (Pivot, Adobe animation, Autodesk Maya, etc.). Creating digital stories on mobile devices (smartphones, tablets) using mobile apps (Explain Everything, Prisma 3D, FlipaClip, etc.) is much more convenient and has a wide range of features and functions.

Let's give examples of some resources according to the level of information and communication competence of future authors of digital stories. Beginning students can use resources to create low-volume digital stories (images and text), comics, and digital books such as Closr, Storybird, Storyjumper, StoryboardThat, Dvolver, MakeBeliefsComix Pixton, Storyboarding, Stripgenerator, ToonDoo, Newspaper Clipping Generator, VideoScribe, Powtoon. For students who already have some competence in creating digital stories, it is appropriate to use the resources Read The Words, SlideStory, ArtofStorytelling, Widbook, Myhistro Soungle, YAKIToME, Scribblar, Voice-Thread, Blabberize, ZamZar. For a more professional level, we recommend Keynote, Prezi, Animoto, ESL Video, JayCut.

The didactic potential of digital storytelling as an educational technology is very high. Drawing up a story plan and writing a plot develop such an active type of language activity as writing and a receptive type – reading. Speaking and listening skills are developed in the process of voicing the story. The integration of digital storytelling into the process of teaching the Ukrainian language as a foreign language makes it easier for students to understand the material, develops their phonemic hearing, motivates, promotes the development of research skills, socio-cultural, discursive, media competence, develops critical thinking skills, digital literacy, the ability to effectively and critically navigate in the information space, evaluate and create own information content, etc.

4.5 THE EDUCATIONAL POTENTIAL OF MESSENGERS AS AN EDUCATIONAL ENVIRONMENT IN THE LANGUAGE TRAINING OF FOREIGN STUDENTS

Today's relevant forms of communication, which have appeared thanks to modern information technologies, significantly affect the very atmosphere of classes. Both in everyday life and in the process of studying, students constantly use smartphones, for example, to view content and communicate with friends in popular social networks and messengers. In addition to versatility and multifunctionality, these devices in the context of the educational process allow overcoming the temporal and physical boundaries of the audience, since information is not limited to a specific time and place. And in the conditions of online education, it is the educational potential of messengers that in many ways contributes to the support and effective functioning of the educational process. The educational potential of using messengers in learning Ukrainian as a foreign language in the conditions of distance learning is relevant for our present.

Social networks are a powerful communication tool, in the space of which users have the opportunity to create groups, exchange information (text messages, photo, video, audio materials, links to certain sources), work together on projects, etc. In pedagogy, social networks are consid-

ered as a virtual platform that provides support, creation, development, display and organization of social contacts with its means of communication, in particular, data exchange between users and necessarily involves the prior creation of an account [11]; an interactive, multi-user website, the content of which is filled by the network participants themselves, an automated social environment that allows a group of users united by a common interest to communicate [12].

The purpose of social networks is not limited to the entertainment function. The process of information exchange is two-way, as users both transmit information (perform the function of a communicator) and receive it (are recipients). Including a certain range of events in the discussion, clarifying the point of view of other users forces one to clearly formulate one's own position, which ultimately contributes to the self-identity of the individual. Since individual users also post the results of their work (paintings, drawings, poetic works, videos, etc.) on networks, this contributes to their self-realization and encourages self-development [13].

Such characteristics of mobile technologies as social interaction, individualization of learning, sensitivity to context, merging of digital and real reality, etc. are valuable for education [14]. Among the didactic advantages of using social networks and messengers, the most important are the exchange of information, communication between groups that are at a distance; realization of creative potential; reading and commenting on news, various information, materials; discussion of issues and topics; publishing and receiving information about the schedule of classes, training, tasks, etc.; a significant range of services, a variety of forms of communication, exchange of interesting and useful links to other resources; the possibility of group activity, joint planning and filling of educational content; constant interaction between the student and the teacher in the network at a time convenient for them and the organization of individual work with each student; availability of a mobile version of pages, etc. [15]. To this list, let's also add a comfortable environment for students, familiar means of communication and forms of content presentation, which, of course, allows to save time for adapting students to a new educational space, and this is especially important for foreign students, increases their motivation to study, increases activity and interest in the educational process itself.

Despite the listed advantages of using messengers in education, it is necessary to mention certain disadvantages. Such, in our opinion, can be considered the scattering of attention to other stimuli (for example, messages from other people); lack of network etiquette; situational dependence on the quality of the Internet connection, technical equipment; complication of assimilation of information by the student due to its superficial perception; the threat of addiction to social networks, the inability to organize time in real life.

Considering messengers as a learning environment in the educational process, we note that they are not only a program or web service for quick exchange of messages of various formats. Most messengers allow voice and video conferences. There are many such programs now, and the most popular of them are Viber, WhatsApp, Facebook Messenger, Skype, ICQ, Telegram. Let's analyze some features of the most popular messengers. So, for example, Viber offers the largest number of emojis, stickers and chat backgrounds; provides the ability to create control surveys

with the choice of the correct answer, open chats and simultaneous connection with many mobile devices. However, along with this, Viber only allows file sharing of certain formats. WhatsApp is an easy-to-use high-speed messenger, but its drawback is that the communication of a large number of users at the same time in a group chat sometimes disrupts the stable operation of the platform. Zoom provides all the tools at the disposal of the organizer: a demonstration from the screen, an interactive whiteboard, conducting online meetings, recording a video conference, but this messenger has a complex interface and is often subject to hacker attacks. Telegram is distinguished by the ability to create bots and channels. A bot is a program that allows you to answer user questions, search for information, and provide advice. A channel is a chat that sends messages to an unlimited number of users subscribed to it. Telegram can transfer files of any format, has a data storage function, synchronization with devices, an unlimited number of simultaneous sessions, etc. There is a nuance that must also be taken into account when choosing a messenger. In order to create a chat group in Facebook Messenger, the teacher needs to add all the students to the list of its friends, which may not be entirely convenient from an ethical point of view, since the teacher uses its page not only for professional, but also for personal purposes. This is an important advantage of messengers that only need a phone number to create a group.

The main thing is that modern messengers allow you to create educational courses for students, monitor the knowledge gained by students in the usual virtual space, and enable joint (student and teacher) creation of educational content. The teacher is more socially accessible to a foreign student, can support, prompt, help express an opinion correctly, in terms of communication, performing the role of not a mentor who only provides educational information, but a communication partner. In Internet communication, forms of communication do not have rigid frameworks, the use of emoticons, memes, expressions from different languages is allowed. All this helps to remove psychological barriers in communicating in a foreign language. A positive aspect of chatting is that a foreign student has time to think about a response. Messenger in the language training class of foreign students is an opportunity to unite the entire study group with a single goal and idea by creating a group chat, despite the fact that students are currently in different countries.

In practical work, in the absence of an opportunity to conduct classes in the classroom and communication difficulties experienced by some foreign students, we chose the Telegram messenger to conduct online classes. Considering that in today's conditions, the teacher should act as a designer of an educational ecosystem based on the principles of adaptability, taking into account the interests of each student, quick response to events both in the life of students and the whole world, we organized Telegram chats for each educational group. Let's note that we chose the way of differentiating group chats according to their purpose: an informational chat created for exchanging information, discussing tasks or other issues, and a didactic chat, the purpose of which was to work with educational and methodical materials and develop students' independent work skills.

The formation of communicative competence of foreign students with the help of messengers can be carried out only under the conditions of a properly organized educational environment under the guidance of a teacher, sufficient motivation of students, an effective combination of forms

and types of educational activities, authentic speech content of educational textual content, independent work of students. In order to ensure interrelated learning of all types of speech activity in class, the teacher, acting as the connecting link of this process, presents to foreign students a certain information product that combines visual (illustrations, photos), audiovisual (animation, scribing), verbal (video conference), sound and visual (audiovisual content) methods of obtaining information. Let's pay attention to those basic types of speech activity, the formation of which was the goal of our classes.

Listening. The ability of the messenger to broadcast educational material in the form of audio and video files made it possible to increase the interest of students in mastering this type of speech activity. As educational materials, let's mostly use specially recorded dialogues containing the necessary vocabulary, fragments of lectures from other educational disciplines, etc. The main form of exercises was, of course, listening to the audio file and completing the tasks sent to it by the teacher. As examples of other tasks for the development of listening skills, let's give exercises for recognizing specific words, structures, extracting specific information from the text. Thus, the exercise "Resume the message" involved students filling in the blanks in the printed text after listening to the audio file. In the "Find the differences" exercise, international students received a photo and audio file that was a description of it, but contained discrepancies compared to the illustration. The students' task was to find these inaccuracies by listening to the audio message. Exercise "Find the mistakes". Students are sent an audio file (10–12 sentences) with 5 factual errors to find.

Reading. For the formation of reading skills in the student's independent activity, let's prefer fragments of texts, since this type of activity mostly requires supervision by the teacher. In online classes, based on already learned vocabulary, let's study new grammatical constructions, retelling the text, answering questions, etc. As a phonetic warm-up, the "Half-word" exercise was interesting for students. Students were given the task of reading a message in which only the upper half of the text was visible, the lower half of the letters were covered, or vice versa. Also of interest was the task "Collect the dialogue", in which students had to find a place for each line in a "mixed" dialogue in order to obtain a logical text as a result.

Talking. The messenger allowed actively organizing communication by recording audio messages. For this, let's use, for example, the following exercises. First of all, this is the "Video" exercise, in which students had to independently shoot a video clip on the proposed topic using the learned grammatical and lexical material using a smartphone. The exercise "Virtual tour" involved the creation of a video file in which the student talked about the city where it is now and its life there.

Writing. The messenger opened unlimited opportunities for the development of the written language. The daily exercise became the task "News of the day", in which foreign students took turns sending a written text, where they covered the world news of the day that seemed interesting to them, or an event in their lives. In the process of developing writing skills, let's use exercises aimed at building a written expression using various supports (keywords, plan, logical scheme, illustration, phrases) or without them (writing an essay).

Control and assessment of students' developed abilities and skills was carried out by us with the help of the Vote or PollBot bot. This bot can issue a task to a student from the database, and after sending the completed control task, give the correct answer. Also, to evaluate student achievements, let's use audio files with a questionnaire in the classic version, which were posted in the Telegram chat.

The above types of speaking and learning activities that we were able to implement thanks to the messenger had a beneficial effect on the formation of students' communication skills, significantly helped in mastering general and professional vocabulary, contributed to the development of independent work skills, and increased the motivation and interest of foreign students in learning the language of professional communication.

The use of messengers for didactic purposes is possible and relevant in modern conditions, since social networks in this case act not only as an educational environment, but also as a means of psychological adaptation in the process of language training of foreign students. Social networks, of course, cannot replace either the academic classroom learning system or the distance learning system, but in today's complex conditions, the form of organization of the educational process proposed by us allows for full-fledged educational activities, increases the autonomy of the educational process, and develops in each student the responsibility for the results of their studies. However, all this becomes possible only under the conditions of purposeful management by the teacher and its constant interaction with students online.

4.6 DISCUSSION OF THE RESULTS OF SECTION 4

The use of multimedia technologies in the teaching of the Ukrainian language as a foreign language allows to significantly expand and diversify the activities of students, which in turn has a positive effect on the results of their mastering the language of professional training.

This was confirmed by a study we conducted to test the effectiveness of teaching using didactic modules based on multimedia tools developed by us.

Experimental verification of the effectiveness of the implementation of the proposed didactic strategies using multimedia tools was carried out by various methods: questionnaires, conversations with students and teachers, testing and analysis of student learning results. A total of 98 students participated in the study. 3 control and 3 experimental groups were formed. In the control groups, training was conducted according to the traditional method in an online format. In the experimental groups, the didactic capabilities of multimedia tools were actively used in the process of online learning. Time limits were the same for all groups.

The experimental verification of the learning results confirmed the effectiveness of the didactic strategies we proposed, and the increase in the formation of professional communication skills in the Ukrainian language in the experimental groups grew from topic to topic, overtaking the corresponding growth in the control groups.

The results we obtained showed that educational and methodical work using multimedia tools as didactic strategies in teaching Ukrainian as a foreign language is an attractive learning format for foreign students, which contributes to increasing the motivation to study the language of professional training, the level of individualization and interactivity of the educational process.

The main limitation of this section is the consideration of the didactic potential of only multimedia tools in learning Ukrainian as a foreign language. The next section will be devoted to the study of another range of modern innovative educational technologies in the language training of foreign students.

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