

EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood

The main conclusion that can be drawn is that developing and practicing the plurilingual and pluricultural competences are one of the important priorities of modern education.

References:

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2.

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TEACHING LANGUAGES BY DISTANCE ACROSS BORDERS

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Not long time ago there was a belief that traditional teaching by distance had such disadvantages as a lack of communication, a sense of disconnectedness, and a lack of confidence commonly felt by learners. Distance language learners faced even greater difficulties. Despite their wish to improve their proficiency in a given language, distance language learners found little opportunity to communicate in the language itself within this particular learning environment, and these same learners became very frustrated when they could not converse spontaneously in face-to-face situations. In response, distance language educators and researchers attempted to find a solution to this problem, experimenting with various technologies such as audio and

EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood

video tapes, telephone, multimedia packages, and individual online tools (e.g. e-mails, audio conferencing or video conferencing).

Today, a great number of miscellaneous courses, starting with language courses (for example provided by Language Across Borders in Canada) up to whole educational programs (Master's programs in British universities) provide us with a chance both to teach and to learn language by distance thus crossing the borders all around the world. Another successful example of the language courses by distance are MOOCs or Massive Open Online Courses which universities around the world are offering online for free (or at least partially free). In the past six years or so, over 800 universities have created more than 10,000 of these MOOCs. For a language teacher it's a good chance for professional development, for a learner – to acquire or improve certain language skills.

Here we can't but mention Google tools and Google virtual classroom providing the proper virtual environment and educational technologies such as Google site, Virtual classroom, YouTube video, chat messengers, Google forms and so on. One may use different gadgets when accessing the material, be it a laptop or a mobile (the latter is getting more and more popular with the students). As for the instructive material itself it may be presented in different forms such as a video recorded by a teacher, ready-made video presented via YouTube by a worthy company, a practical task with audio recordings (both limited in time and without the time limits), the virtual classroom which provides the chance to form the community so that the students can watch/listen/do something new, complete the tasks, discuss any question within the community and ask the teacher. Google Drive folders and Google Docs (with shared access) may be used as portfolios for group work and peer reviewing. Students are instructed to post their coursework using these tools. This practice allows students to review their peers' work conveniently on one single platform and give honest feedback to each other. Then there are the interactive tools like LearningApps, Lenoit and Padlet. Of course all the multiple applications provided first demand proper instructor's and learner's skill of using them effectively. On the other hand it's a good idea for a university to provide lecturers

EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood

and teachers with proper virtual platform (using for example G Suite for education by Google). Cherkasy Bohdan Khmelnytsky National University has started using such platform and creating electronic educational programs, thus we hope that in the long run the university will create the system of teaching / learning by distance (languages including).

METHODS OF ACQUIRING GRAMMAR KNOWLEDGE

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Knowledge is viewed as structured accumulating of information which forms individual data base of a person. Within this knowledge we can single out background, lingual and extra-lingual aspects. When teaching English grammar we should consider the interaction of all the three aspects, thus creating the educational setting contributing to activation of such knowledge.

The methodology offers different orders of language operations, speech operations and language rules. If the language rule comes first, and then we proceed to language operations, it is likely to be time-consuming and to result in lack of preparation for speech activities.

The most efficient approach is to employ the following sequence: 1) speech actions-1 (imitation of the learnt grammar structure (GS)) > 2) language rules (formulating the knowledge) > 3) language operations (using grammar structures in exercises) > 4) speech actions-2 (conscious use of the learnt structure in reproductive and productive speech). Such order is optimal for communicative-cognitive learning for a number of reasons: firstly, with the teacher's guidance, the students analyze GS and formulate the rule on their own; secondly, they perform a set of language