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USE OF SMART LEARNING TECHNOLOGIES IN TEACHING ENGLISH TO STUDENTS OF THE SPECIALTY "PRIMARY EDUCATION AND ENGLISH LANGUAGE"

In connection with Ukraine's integration into the common economic, political, cultural and educational space of Europe and with the expansion of international cooperation, the need for specialists who speak foreign languages is growing. The strategy for reforming modern foreign-language education is aimed at its globalization and modernization and envisages the renewal of the content, forms and methods of teaching foreign languages through the introduction of new technologies. The main goal of modern higher education is to train a specialist who is competent in his or her professional field, capable of working effectively in accordance with world standards, and able to engage in continuous self-improvement and self-development. For this reason, the importance of foreign-language instruction and the formation of the future specialist's communicative competence is increasing. This is especially true of future primary-school teachers with a specialization in teaching English in the primary grades, because they are the ones who form the basic knowledge of English for its further development in middle and high school [1].

Smart learning technologies are becoming the most popular and effective in teaching English to students of the specialty “Primary Education and English Language”, because, on the one hand, they make it possible to organize the teacher’s and student’s time as efficiently as possible, and on the other hand, they make the process of learning the language interesting and accessible, equipping future primary-school teachers with methods and technologies for using smart tools in English lessons.

The problem of using new information technologies in the educational process has been actively studied over the last decade, but it remains highly relevant. In particular, the use of SMART technologies in foreign-language teaching has been investigated by O. Dmytruk, H. Doroshenko, N. Koptiuh, O. Kosovska, V. Lavshchuk and L. Lavshchuk, M. Tomchuk and others.

The development of information technologies has created new prospects for teaching foreign languages in institutions of higher education. Internet technologies are the automated acquisition, processing, storage, transmission and use of knowledge in the form of information and its impact on the object, implemented via the Internet and including both machine and human (social) components. The use of Internet technologies increases students’ motivation and cognitive activity, their interest in the subject, helps to intensify and individualize learning, and removes the psychological barrier to using a foreign language as a means of communication [2].

Smart technologies are gradually being introduced into the practice of teaching English. Due to their accessibility, mobility, simplicity of use and low cost, they are becoming common and natural teaching tools. They not only change the place and quality of learning, but also influence this process from a didactic and methodological point of view.

Smart technologies are technologies based on information and knowledge that are transformed into procedures built on interaction and exchange of experience. Educational programs with accompanying software from the educational corporation SMART–namely the software package Smart Notebook, SmartSync, SmartResponse–make it possible to conduct multimedia classes in the classroom using ready-made teaching materials as well as to create multimedia content independently [3]. They allow students to work with learning material at any time and in any place, synchronously or asynchronously with teachers and other students. The flexibility, individualization, interactivity and multimedia nature of the learning process supported by smart technologies make it possible to combine individual and group classes.

Recently, the terms “interactive whiteboard” and even “multimedia whiteboard” have been used more and more frequently in higher-education institutions. An interactive whiteboard is a peripheral device of the computer and serves as an additional computer monitor. It differs from an ordinary monitor by its touch-sensitive surface and large size, which makes it convenient for working with an audience [4].

The smart board is indeed an extremely flexible and convenient tool for recording, displaying and analyzing information in any format; it makes it possible to work with an electronic map, diagram, drawing or picture.

Our study has shown that learning material becomes more accessible and understandable when the Smart Notebook software is used in the teaching process. Its distinctive feature is that it enables recording of fragments of the lesson and contains tools that allow various actions to be performed with objects: moving, copying, and modifying them. The capabilities of Smart Notebook make it possible to write down, highlight and pin objects, move and rearrange them, as well as add drawings, images and photos [4]. Students perform various tasks with the resulting objects: they divide them into groups, complete sentences, arrange items in the correct order, clone images and words, establish correspondences, highlight the main points in a text, connect its parts, compose and act out dialogues, and play games. Learning becomes easy, engaging and natural. The dynamism of the learning process increases significantly, and accordingly the desire to learn, understand, master and use new information grows.

Thus, the study allows us to state that modern institutions of higher education demonstrate valuable experience in using foreign-language teaching technologies in the context of smart education, which is characterized by rapid development. This, in turn, expands the possibilities for their use in the educational process. It has been found that technologies which previously relied on information and knowledge are being transformed into innovative technologies based on interaction and exchange of experience–specifically smart technologies, which transform the demanding work of acquiring knowledge into "smart" learning, introducing innovative changes into the strategy of pedagogical management of this process.

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