

COMMUNICATION COMPETENCE IN UKRAINIAN AND FOREIGN LITERATURE CLASSES

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Summary

The priority direction of the educational informatization process is introducing information and communication technologies (ICT) in the educational sector. When developing digital information and educational space, certain questions arise regarding the expediency and effectiveness, the place and the role of ICT in the educational process, which is quite natural. The aim of the research is to prove the expediency of using ICT at the lessons of Ukrainian and foreign literature. The relevance of the issue is influenced by many contradictions between the potential possibilities of multimedia technologies as a means of multimodal and multichannel perception of artistic information from literature and the technology uncertainty of conducting a literature lesson with ICT technologies, as well as insufficient development of computer-based literature lessons, regarding the specifics of perception of an artistic literary work in the system of activity-value learning. Incorporating ICT into the educational process provides opportunities for further differentiation of general and professional education, comprehensive implementation of creative, searching, person-centered and communicative forms of education, increasing its effectiveness, mobility and compliance with practice requests. Modern life demands searching for new forms of the educational process arrangement, especially, lessons of foreign literature. The use of computer technologies and the Internet is one of innovative means of studying literature, which allows stimulating students' interest in artistic works and saves time for creative cooperation between the teacher and the student. The implementation of ICT at the lessons of Ukrainian and foreign literature is considered to be one of the urgent methodological problems.

Keywords: media didactics, media ecology, teacher's media competence, media creativity, methodology of teaching foreign literature, modern means of communication.

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1. Introduction

In the modern educational space, the concepts of “information and communication technologies”, “media literacy”, “media education” and “multimedia” have become relevant. The information society with the active introduction of multimedia into everyday reality requires the education system to reorganize methods and forms of learning that will allow students to flexibly adapt to changing living conditions, acquire a high level of tolerance, and adjust the received narrative to their own life space. According to M. McLuhan, “in order to live in modern society, it is necessary to be media literate” (*Shuliar, 2006: 1*).

Media literacy allows a person to actively use the possibilities of the information space of television, radio, video, cinema, the press, the Internet, as well as develops critical thinking. Today, a child starts working with a computer as a consumer and a user of ICT at the age of 6. In Ukraine, more than 600,000 children (5–18 y.o.) use the Internet.

And the number of young online users is growing by more than 30% every year. While the school lags behind in the introduction of ICT, which does not contribute to the students' motivation to study. On the one hand, the school declares the transition to ICT as a priority (according to the joint document of the EU member states "The Digital Agenda for Europe. Action plan until 2010"), on the other hand, the use of media technologies is problematic regarding uncertainty of methods and forms of education, technology of the lesson, the genre of the lesson. As C. Fontenot, head of the American program "School of the XXI century", noted, "Today there is a big technological gap between students and schools. The new "multimedia generation" wants to see the most modern technologies in school. For many students, the lack of modern electronic interactive tools and innovative programs discourages interest in learning" (*Bezhenar, 2005: 12*).

Since the above-mentioned technologies will be based on new requirements for the student's cognitive activity, especially, the perception and understanding of information coming from various communication channels, the abilities to analyse information, highlight the main thing in the information message and understand the direction of communication or its hidden meaning become necessary at all stages of education. But the conceptual field of definitions and relationships of "ICT – media education", "a lesson of literature and multimedia" remains unresolved.

Various problems of adaptation and use of ICT and multimedia in the context of school education, methodology and theory of computerization of education are highlighted in the scientific literature (V. Bykov, V. Guzeev, Y. Zhaldak, Y. Zhuk, I. Zakharova, O. Polat, S. Rakov, A. Fedorov). Such methodists and scientists as O. Isayeva, Y. Kovbasenko, O. Kutsevol, O. Pronkevych, A. Ulishchenko, V. Shuliar study the issue profoundly and offer their options for the informatization system. Furthermore, practicing teachers also present different formats of their own models of literature lessons with computer technologies.

The analysis of scientific research results shows that the issue of developing computer and multimedia support for the subjects of the humanitarian cycle, especially, the lessons of Ukrainian and foreign literature, regarding the specifics of the subjects at the systemic level with theoretical justification, is insufficiently studied.

2. Modern literature lesson in the format of global media education

The basis of our research is the use of ICT when studying Ukrainian and foreign literature, which outlines the problematic issues under investigation, namely: 1) best ways for organizing the interaction with ICT when learning literature; 2) ratio of artistic text and hypertext; 3) definition of the interpretive field of artistic text and hypertext; 4) necessary changes in the content of the subject area when teaching with the use of ICT. It is important for us to identify the relationship between the concepts of "hypertext – a literature lesson" and to include ICT and multimedia in the Ukrainian and foreign literature lessons in the pedagogical process.

The basis of conducting a literature lesson using ICT consists of two main concepts: "hypertext" and "media education". Thus, the concept of "media education" acquires different meanings in the interpretation of the "Russian Pedagogical Encyclopedia" by O. Fedorov,

H. Onkovych. Let's focus on the definition of media education by H. Onkovych, who notes that "media education is a process of training and self-education of an individual through mass communication media" (*Orlov, 2004: 2*). Since we assume ICT as mass communication tools, the problem of ICT didactics arises. So, we can assume that the use of ICT at the lesson of Ukrainian and foreign literature can be considered as an element of media education. This will allow us to consider the concept of "hypertext", which is related to the use of ICT in the educational process. If the main didactic unit at the lesson of literature is the text, and when using ICT and media, the unit of work is the concept of "hypertext", there is a need to interpret the relationship between the text of the artistic work and the hypertext.

The concept of hypertext becomes relevant both for the postmodern phenomenon in literature and for network technology. The issue of hypertext and its relation to the text was considered by M. McLuhan, U. Eco, T. Nelson, O. Barst, and others. Today, it has already been proved that the optimal or dosed use of information technologies at the lesson activates and develops the child's mental abilities, contributes to the active and conscious acquisition of knowledge, skills and abilities of self-education and cultural communication. Only the implementation of information and communication technologies in the educational process, according to specialists, can increase the effectiveness of education by 30-40% (*Bezhenar, 2005: 14*). Moreover, the use of ICT among younger schoolchildren, according to the results of an experimental study by Y. Zhuk, has a positive effect on the formation of the abilities to abstract and to build an internal plan of action, as well as the development of linguistic qualities that accompany thinking processes (*Zhuk, 2003: 20*).

We can assume that the use of ICT among secondary and high school students also develops the skills of analysis, classification and synthesis as the most necessary mental operations, affects the ability to develop tactics and logic for building inferences, etc. In this case, the use of ICT and multimedia at the lesson as a factor of thinking and developing the student-reader is indisputable.

In the West, ICT is primarily used when studying humanities and social sciences. In Ukraine, on the contrary, the subjects of the humanitarian cycle are traditionally considered "non-computer subjects", therefore, the use of ICT is usually limited to illustrative and visual functions. The teacher does not set himself or herself the task to give the student special search knowledge, to teach navigating in the information space – that is, to form an activity-value approach to education and self-education, the competence of the reader, but prefers demonstrating, visualizing and controlling knowledge. It should be noted that the basis of information technologies is not the illustrative function, but the meaningful design of the material, that is, the creation of such a demonstration, which is not aimed at illustrating the material, but at encouraging the search for answers to questions.

According to V. Bush, the human mind operates with associative connections that combine disparate human knowledge into a single entity (*Shuliar, 2006: 2*). Given that literature is, first of all, the language of association, metaphor, and hypertext implies a non-linear perception of the material, i.e., based on associations, we can assume that the organization of work with an artistic text is built non-linearly, through metaphorical research, which allows students to choose their own search path truths from an image or an idea to an understanding of the content.

Thinking operations of analysis and synthesis leading to independent generalizations and conclusions are included. Students' activities in the ICT system comprise working with Internet libraries, illustrating educational material, processing data (e.g., didactic materials from the screen, using video materials, fragments of TV and feature films as the basis for the formation of students' interpretative culture), which gives rise to a new genre of lessons

like a computer- based lesson. The didactic and compositional possibilities of such a lesson include the peculiarities of the perception of modern teenagers and young people (visualization of perception). But “the computer, anticipating work with the text, revives (unlike television, which is oriented towards the visual image) the printed text and contributes, ultimately, to the ability to read ... “users switched to using written communication in the form of a display, which, unlike from the TV screen, builds a world of images similar to a book” (*Ziaziun, 2006: 4*). But the text on the computer monitor acquires features of hypertext (a book within a book), which is characteristic for works of art, especially, literature of post-industrial society. The concept of “hypertext” allows us to classify a literature lesson as an educational hypertext, in which the teacher offers the text of a work of art, literary and critical materials on its interpretation, associative connections like “a word – a symbol – a metaphor”, “an episode – a hero – an idea”, “an illustration – an image”, “a film fragment – interpretation”, “visual series – associative series”, “a genre in historical retrospection – individual authorial features of work in the genre”, etc. In this way, the information at the lesson is built both on a linear and on thematic levels.

The methodist and the scientist V. Shuliar drew attention to this in his research (*Shuliar, 2006, 2008–2010*). An indispensable sign of hypertextity will be the use of ICT in order to expand the interpretive field of an artistic work: obtaining information from various sources, analysing information, symbolic coding and decoding of information, creating one’s own construct based on the received information, cultural samples. The literature lesson is structured according to the model of multimedia technology, where several types of information (textual, graphic, video, photo, animated) are combined to solve a specific problem. Thus, it is a method of preparing electronic documents, which includes visual and/or audio effects and multi-programming of various situations under the unified management of interactive software.

Educational materials prepared on the basis of multimedia hypertext technologies have a number of obvious advantages: this is a new level of presentation of educational material, which is associated with the use of visual and additive visibility. In addition, the very hypertext structuring of the educational material has its own didactic value, because it is a much more flexible form of presenting the material, which allows taking into account the individual characteristics of the learner as much as possible: the speed of thinking processes, the way of perceiving the material, etc. In essence, this is the creation of one’s own educational text based on the proposed concepts and structures, as a result of which the learning process acquires a creative character. The construction of a foreign literature lesson as a hypertext provides ample opportunities for comparing cultural samples of different literatures and cultures (“Tale in the World Literary Process”, “Ballad in the World Literary Process”, “Sonnet Genre in World Literature”, “Travel Plots”, “Biblical Motifs in the World Art”, etc.), which diversifies the topic of presentation of the material and builds the perception of cultural phenomena as a single hypertext.

The education system with a combination of traditional sources of information for a literature lesson, such as a literary text, a paper textbook, and non-traditional ones, such as ICT and multimedia, was named as mixed or compilative, which can be conventionally defined as a polymodal model of integration. This system of education increases the role of the student’s individual creative cognitive activity and is implemented according to a certain scheme.

The most optimal types of integration of literature and media education are textbook texts; didactic materials; texts of artistic works; critical literature; periodical press; television broadcasts; audio and video recordings; musical pieces; reference and encyclopaedic literature; educational sites; electronic textbooks and manuals (*Zharkovska, 2002: 6*).

In general, the hypertext lesson is structured following non-linear interrelationships “a teacher – vocabulary – a student-reader – a literary and artistic material – sources

of communication” (synergistic component). It includes a system of values (axiological principles) that are embedded in the material under consideration so that each subject of literary education could reach their peak result (for today), moving further forward (acmeological foundations).

Therefore, hypertext is a unifying system-forming factor of non-linear organization of information, which allows teachers to make the lesson competent and active, taking into account the formation of the ability of the teacher and students to live and act in a synergistic space, to make a choice of such methods and techniques, forms of learning, literary and artistic materials, Internet sources, etc. (according to V. Shuliar), which will provide everyone with person-centred growth, a qualified understanding of an artistic work, and the construction of an axiological model of their future life.

3. Expediency of using ICT in foreign literature lessons

Having come to the conclusion that the use of ICT at the lessons of foreign literature can be considered as a hypertext in media education and it contributes to the better achievement of the goals set by the teacher at the lesson, we can analyse the ways, methods and forms of using ICT.

The modern educational paradigm requires a transition from passive to active learning technologies. The use of ICT in education is the next stage of the introduction of the latest approaches to teaching the disciplines of the social and humanitarian cycle. Foreign literature is not an exception, because this discipline gives the teacher a wide field for creativity and experimental activity, which can be carried out precisely by means of ICT.

The use of elements in foreign literature lessons is a new and relevant phenomenon. Education in Ukraine should develop in the context of the development of civilization and informatization of society in the 21st century. It is time to change worldviews, to reassess values, to make changes in society, and in the individual. Under the influence of modern television, the new generation seeks to get everything from life at once, to activate their potential opportunities, to realize them in the process of life.

A teacher of humanitarian disciplines, especially, a teacher of foreign literature, faces new tasks: the transition from authoritarian pedagogy to the introduction of modern pedagogical technologies, spiritual growth, thinking about the meaning of life and about own place in this world. It may be able to protect us from the influence of apathy, change society, and revive the state. The introduction of ICT into the educational process of the school will ensure a gradual transition of education to a new, high-quality level.

When studying foreign literature, modern pedagogical technologies (e.g., computer-based learning, interactive types and forms of work) should be used more actively. They increase students’ cognitive independence and motivate the need to develop their reading culture.

Among the interactive forms of work in foreign literature lessons, the educational interaction of students in pairs, microgroups and groups is becoming widespread, which is mostly used during the search and analysis of information, performing practical tasks, preparing debates, seminars, and various creative tasks. In order to give schoolchildren more opportunities to communicate, express their own thoughts and feelings, the dominant form of learning in foreign literature lessons in all classes should be dialogue, during which the level of knowledge of students is revealed.

As you know, today computers are used in almost all spheres of social life, so the ability to work with modern information technologies is considered mandatory and necessary for every

individual in our country. The possibilities of using these technologies in the educational process, in my opinion, are inexhaustible. The Internet provides free access for both teachers and students to literary texts, newspapers, magazines, scientific articles, dictionaries, textbooks, manuals, and other materials that were previously available in print. The undeniable advantage of the Internet is constant access to the latest information which is advisable to actively use at the lessons of foreign literature.

The project-based learning has become relevant recently. This pedagogical technology is impressive since it is aimed at the student's acquisition of new knowledge through self-education as well as it is considered as an example of a combination of curricular and extracurricular activities. Pedagogical literature presents several types of projects used in school education. There are two types which are widely used, e.g., a creative project and informational projects, which are focused on collecting information, have a clear structure: purpose, relevance, methods of obtaining and processing information, design of results and their presentation.

The use of the presentation development program allows turning the task of writing students' projects into a creative process that involves a large audience of listeners; a presentation discussion and choosing the best works are considered as effective follow-up activities. One of these programs is the Microsoft Power Point computer program, which allows using text format, sound and video files, animation, various schemes, tables, dynamic graphs, etc. All these contribute to a better understanding of the presented information by listeners. Such classes encourage increasing the high school students' interest in learning, help them improve their analytical and language skills, and develop creative imagination. The project is believed to give every participant, regardless of the training level, the opportunity to reveal his or her individuality and make a personal contribution to the common cause. The use of modern information technologies determines access to foreign systems of knowledge and culture of countries which language the future teacher will convey to students; free formation of own worldview by the teacher; development of the humanitarian focus of education; distribution of forms of home and distance learning; adaptation of the future teacher personality to the dynamically changing conditions of the economic functioning of life as a whole.

The specifics of teaching foreign literature demand the introduction of not only new forms and methods of work, but also the use of the latest technical means. Absolutely all links of the teaching methodology, implementation of new forms of work are connected with the use of computer technology.

Electronic presentations, educational videos, electronic tests, handouts in printed form have an inexhaustible potential for use in literature lessons. To ensure the proper level of implementation of electronic learning tools, it is necessary to form and improve such a professional trait of a teacher as ICT competence. Defining ICT competence as a separate component of a teacher's professional competence is explained by the active use of ICT in all spheres of human activity, including education.

Among the main didactic functions that should be implemented with the help of computer technologies when studying foreign literature, methodologists identify the following:

- cognitive. Using computer technology and the Internet, a person can get any necessary information, both stored on the hard drive of own computer database and placed on disks or relevant pages on the Internet. Multimedia programs, multimedia encyclopaedias, especially "Great Encyclopaedia by Cyril and Methodius", "Illustrative Popular Children's Encyclopaedia" or the famous 32-volume British Encyclopaedia, as well as various thematic encyclopaedias are popular among young people;

- developmental. When using ICT in education, it is possible to take into account the typological age and individual abilities of students, to identify and develop potential opportunities, their personal needs, and at the same time to correct deficiencies in the development of their skills and abilities. Working with various computer programs, in addition to activating the literary capabilities of the individual, contributes to the development of such necessary cognitive processes as perception, logical thinking, memory, imagination;

- research. On the basis of a wide range of information presented due to computer technologies, modern students prepare various works of an independent, research nature on separate topics. Schoolchildren have the opportunity to participate in the work of literary search groups, Internet competitions; perform creative works of various kinds, create own creative projects, develop reports, essays, student presentations, publications, websites; to investigate certain problematic issues, to present their research at various Internet Olympiads, Internet-projects, Internet-conferences, Internet-forums;

- communicative. When students exchange the information, they create so-called virtual unity, everyone has a real opportunity to surf the websites of popular contemporary artists; they have the opportunity to compare different views, evaluate them, form their positions.

It is known that the most effective influence on a person is exerted by information that affects several senses at the same time, and it is remembered better and stronger if many channels of perception are activated. Therefore, the role we assign to multimedia learning tools, which emerged with the advent of powerful multifunctional computers, high-quality educational programs, and advanced computer learning systems, is obvious.

At the current stage of educational development, multimedia allows combining text, sound, video images, graphic images and animation in one computer software and technical system. Each of the applied information components has its own means of expression and didactic capabilities, aimed at ensuring the optimization of the learning process in foreign literature classes. That is why multimedia programs as a kind of teaching tool can provide a fundamentally new quality: the exchange of information between the student and the technical system takes place in a dialogic form, according to an unregulated script, which is constructed by the student in a new way each time, at his or her discretion, and the computer technology of education itself organically fits into the classical system, develops and rationalizes it, providing new opportunities for the organization of parallel training and control of knowledge, provides a real opportunity for the practical implementation of individualized training.

The range of didactic possibilities of multimedia learning tools can be briefly defined as following: diversification of forms of information presentation; diversification of types of educational tasks; creation of educational environment that ensures “immersion” of the student in the imaginary world, in certain social and work situations; provision of immediate feedback, wide opportunities for dialogizing the educational process; individualization of the learning process, the use of basic and auxiliary educational influences, the expansion of the field of independence; application of game techniques; possibilities of reproducing fragments of educational activities (e.g., subject-content, subject-operational and reflective); activation of students’ educational work, strengthening of their role as subjects of educational activity (the possibility to choose the sequence of studying the material, determining the extent and nature of assistance, etc.); strengthening of learning motivation.

4. Types of students' educational activities with multimedia programs, a combination of various means and forms of work

The use of multimedia programs can be productive in various types of educational activities of students.

1. Computer programs when presenting a new material, its repetition, generalization and systematization (the use of multimedia tools to repeat, generalize and systematize knowledge not only helps to create a concrete, visual representation of the subject, phenomenon or event being studied, but also supplement the known with new data. There is not only a process of learning, reproduction and clarification of what is already known, but also a deepening of knowledge).

2. Multimedia programs as a means of introducing students' independent work (multimedia programs are mostly designed for independent active perception and assimilation of knowledge by students. The feasibility of conducting independent work based on the content of multimedia teaching aids is proved as they help the teacher set a problem, activate perception, ensure solid assimilation knowledge, contribute to the development of abilities and skills of independent mastery of knowledge. The didactic value lies precisely in the fact that students do not perceive "ready-made" knowledge, but perform search work).

3. Multimedia information as instructional and illustrative material (there are illustrations that only reproduce and specify the educational material; illustrations that supplement the educational material or present it in a new light. The latter type of illustration should be considered as the most suitable for the development of cognitive activity of schoolchildren in the process of studying foreign literature. It should be emphasized that the use of multimedia information with illustrative material is not an "addition" to a literature lesson, but an additional source of educational information, with the help of which a work of art should be studied).

4. Combining multimedia and other means of learning. It depends on what task needs to be solved, when the teacher of languages and literature involves one or another means. In its turn, it influences the occurrence of different combinations, i.e., complexes of learning tools.

The main feature of the methodology of using both individual multimedia tools and their combinations in a certain complex system is to ensure the correspondence between the specific features of the presentation of the educational material and the main psychological and pedagogical regularities of the learning process, features and conditions of students' knowledge acquisition.

We believe that there is a need for a rational rotation of teaching aids at the lesson, a certain limitation of their volume and duration of demonstration (not only for hygienic reasons). When choosing teaching aids, it is necessary to clearly find out the possibilities of their application in a certain system, to determine their didactic functions at the lessons, as well as the necessary and sufficient (optimal) amount of educational information, its correspondence to the content of lessons, possible forms of combination with the teacher's talk. The effectiveness of the combination of teaching aids depends on how well it corresponds to the structure of the lesson and the content of the educational material, how much the teacher takes into account the specifics of the class (the general level of students' development, their knowledge on this topic, the ability to work with multimedia information, etc.).

Forms of work using a computer at the lessons of foreign literature:

- studying the topic of the lesson independently or in pairs with the help of certain software. The same is applied to the performance of a certain task. The teacher focuses on correcting the students' activities. There are some difficulties since the teacher does not always

have free access to computer equipment for the simultaneous work of at least half of the students in the class;

- use of the Internet, CD-ROMs to complete a project, write an essay, perform any creative task;

- conducting various surveys, tests, evaluation. It should be noted that computer support of the textbook as a means of enhancing the functionality of the content and ensuring the motivation of learning is extremely necessary today. An electronic textbook or a manual includes the same didactic tasks as a traditional one. But at the same time, it has a number of advantages. The main one is the use of multimedia, which makes it possible to reproduce visual and audio information (newsreel, excerpts from feature and documentary films, animation diagrams).

Multimedia support for lessons expands the interpretive field of an artistic work like obtaining information from various sources, analysing information, symbolic coding and decoding of information, creating one's own designer based on the information received, cultural samples; combination of traditional and non-traditional sources of information; a new level of learning the educational material, which is connected with the use of visual and additive visualization.

The main directions when implementing the idea comprise the involvement of students in the independent search for the truth following from the image or the idea to the understanding of the content; inclusion of mental operations of analysis, synthesis with access to independent generalizations and conclusions; development of critical thinking, creative abilities, the student's personality in general and his or her adaptation in the foreign information space; formation of students' information culture, meeting their information needs; intensification of education and training due to the use of ICT; improvement of scientific and methodological support of the educational process; optimization of education based on the use of ICT, the main task of media education is to prepare children for life in the information society, to form their ability to use information in any form, to help them realize the results of the impact of mass communication on a person.

It is worth noting that often lessons with ICT are also called multimedia. Therefore, it should be remembered that when someone says a multimedia lesson, it means a lesson with ICT.

There are different types of multimedia lessons. To understand the full scale of multimedia lessons, let's consider the very concept of "multimedia". Multimedia is a modern information technology that allows a teacher to combine text, sound, video images, graphic images and animation (cartoons) in one computer software and technical system.

A multimedia lesson has the following features as emotionality, diversity, creative and artistic potential. In this way, we can distinguish such types of media lessons as a presentation lesson, a lesson of developing an interactive poster or collage, a lesson of a project presentation, an audio book commentary lesson, a novel adaptation lesson, a character or writer scrapbook creation lesson, a discussion lesson in Internet conference mode, a lesson on creating a Wiki-newspaper, a WebQuest, etc.

Practicality of multimedia lessons includes: practical significance; the principle of adaptability: computer adaptation to the individual characteristics of the child; controllability: the teacher can correct the learning process at any time; interactivity and dialogic nature of learning (ICT has the feature of "responding" to the students' and the teacher's actions, "engaging" them in a dialogue, which is the main feature of computer-based learning methods); optimal combination of individual and group work; supporting the student's psychological comfort when interacting with the computer; unlimited learning: the content, its interpretations and applications could be used as often as possible.

Preparing a multimedia lesson requires more careful preparation than a traditional lesson. The script of the lesson and its direction are important components of such an activity.

Having a number of advantages, lessons with the use of ICT also have their disadvantages, which are also worth talking about. The multimedia lesson is characterized by erasing the traditional culture of reading, the devaluation of the cult of the book; decrease in the share of "live" communication of participants in the educational process; reduction of social contacts and the practice of social interaction, individualism (a generation is born that lives in the Internet space: Facebook, Instagram, TikTok, chats, forums, Live Journals, virtual games, etc.); expanding access to unwanted information; danger of copyright infringement, spread of plagiarism; emergence of various types of computer addiction; health threat (increased hypodynamia, loss of vision, etc.).

The lesson of the 21st century is a lesson with ICT which has practical, theoretical and cognitive results as well as becomes interesting for students. Pupils at the lessons with ICT are not ordinary fifth-graders or school leavers, but web designers, authors of website ideas, writers, illustrators, animators, researchers of other worlds, that is, creative people who know how to create and cooperate in a team. When using information technologies in the educational process, a teacher should not do it occasionally, unsystematically, otherwise these lessons will not affect the learning results. It is worth using media wisely and realizing that the choice of technical means is determined by the form of the educational session (a presentation lesson, a lesson in research, a workshop, a virtual excursion, a thematic project, etc.). It is necessary to remember about health-friendly technologies and not to forget that the computer does not replace the teacher, but only complements him or her. And the most important thing is that a lesson of foreign literature should be student-centred with the focus on the problems of student development through the means of the art of speech.

5. The use of ICT when organizing student project activities at the lessons of Ukrainian and foreign literature

With the development of computer technologies, the multimedia presentation of the results of the research and educational activities of schoolchildren has become widespread.

When arranging work with students using the project-based method, we often use multimedia presentations as visualization, gradually teaching schoolchildren to use the presentation as a form of independent research design activity. We explain the necessity of posing a problematic question and finding the answer to it during the research, choosing indisputable arguments, and using additional literature during the research.

In classes where multimedia technologies were used, the educational process was marked by the following advantages: the material was better perceived by students; their interest grew (it is very difficult to surprise modern students and make them interest in anything); we observed individualization of learning and development of creative abilities (involvement of schoolchildren in creating lessons, projects, presentations); the types of work that made the students feel tired were reduced; various audio and visual means (music, graphics, animation) were used to increase the activity of children; dynamic presentation of the material was made possible; positive conditions to form the student's self-esteem and prepare for independent work were provided.

In practice we more often use presentations created with the help of the Microsoft Power Point program, especially, the following ones: presentations for lectures; presentations

for lessons on repetition and generalization of the material; presentations for lessons of evaluation of knowledge.

The composition of the program material in this case serves as a kind of reference outline. It is also worth noting that students often use a presentation when preparing homework, believing that it is more understandable and logical. Educational presentations are designed to help the teacher provide a convenient and visual presenting of the educational material. The experience of creating and using presentations when studying foreign literature allows determining a number of factors that affect the effectiveness of the educational process like the growth of the impact of the speech on the audience, since a significant amount of information is perceived by visual and auditory receptors at the same time; facilitation of understanding and perception of the presented material; memorization of educational material for a significant period; increasing the psychological probability of accepting correct conclusions, judgments, and generalizations; reducing the time to solve the problem.

It is clear that lessons with the use of multimedia technologies require significant preparatory activities of the teacher. A multimedia lesson makes it possible to combine a large number of interesting tasks in one lesson, involving more and more students in active work.

The presentation as a form of visualization can be used to increase the motivation of students' educational activities, because the main task of using project-based technology when studying foreign literature is to increase students' cognitive interest in studying the subject, the effectiveness of its mastery by schoolchildren.

Thus, the multimedia presentation remains the most productive type of project design. It includes students' creative work, but teachers monitor compliance with certain requirements and criteria for its creation (problematic questions, arguments, conclusions, literature). Also, project presentations should not be burdened with material or text, the most important information should be highlighted.

The ability to use ICT at the lessons makes it possible to widely apply project-based technology. Project-based technology allows the teacher to apply a variety of interactive exercises and change the role of the teacher. The future trends are based on the education system, which would be realized in the "a student – technology – a teacher" scheme, in which the teacher turns into a technologist, and the student becomes an active participant in the learning process.

The purpose of creative projects is considered to form students' intellectual, special and general cultural knowledge and skills, to develop logical thinking, independent planning skills, self-education, communication skills, to stimulate determination, initiative, cooperation skills, to use the most complete information.

Thanks to projecting at the lessons of literature, students learn to be aware of the objectives, plan their work, predict possible results, use sources of information (mass media materials, literary works, research of literary experts, linguists, etc.), independently search and accumulate material, analyze and compare various facts, prove their own views, make their own decisions.

To create a catchy project a student should know the text well, be able to navigate in it, admire and enjoy the work, reflect and be enriched by beauty, wisdom, inspiration; a student should not proclaim worn-out standards or drill a wise book analysis, but wonder, ask, argue, prove, share impressions; a student should not be afraid to quote to confirm what has been said; he or she should draw conclusions, analyze and express own attitude to heroes, acts, events, objects, etc., highlight the main points without unnecessary details, consider the work from the standpoint of the universal, eternal, try to understand its value for contemporaries, remember

that every word carries a content load; a student should learn to speak clearly, competently and logically, prepare for the answer in advance (draw up, if necessary, a plan or scheme of the answer), remember: the work is an iceberg, only part of it is on the surface; therefore, a student must be able to delve into the essence.

There are such forms of work at the lesson with project-based technology as group (“Point of view”, “Prove the correctness of the statement or disprove it”, “Method PRESS”...) and individual (“Yes – no”, “Finish the sentence”, etc.).

Teaching methods could be informative (lecture with elements of conversation, demonstration), searching (business game, situation, problematic issue...), operational (algorithm, literary quiz...), independent learning (listening, reading, analysis, working with additional literature, etc.).

The algorithm of the teacher’s work when conducting an interactive lesson consists of the following steps: determining the expediency of using interactive methods at the particular lesson; careful selection and analysis of educational material, including additional ones (tests, examples, situations, tasks for groups, etc.); lesson planning – stages, timing, approximate division into groups, roles of participants, questions and possible answers); development of criteria for evaluating the effectiveness of group work, classes; motivation of educational activity by creating a problem situation, stating interesting facts, etc.; ensuring students’ understanding of the content of their activities and the formation of expected results during the announcement, presentation of the topic; providing students with the necessary information to perform practical tasks in a minimally short time; ensuring students’ acquisition of educational material through an interactive exercise (at the teacher’s choice); reflection (summarizing) in various forms, e.g., individual work, work in pairs, groups, discussion, in the form of drawings, diagrams, graphs, etc.

6. Conclusions

It is quite difficult to imagine modern life without the use of computer technology. In the conditions of a significant increase of new information sources, traditional educational and methodological support is unable to cover such educational tasks as updating the content of education, ensuring person-centred learning, activating the process of developing students’ creative abilities and skills, applying acquired knowledge to solve non-traditional tasks

Modern computer technologies enable the teacher to qualitatively improve the process of teaching the material when preparing for the lesson. First of all, the question of implementing the idea of “pedagogy of cooperation” is relevant. Combining the efforts of students and teachers provides an opportunity to reveal the individual characteristics of each child in the best possible way, to interest him or her, to determine the essence of the research problem, to achieve mutual understanding.

The use of ICT makes it much easier for the teacher to establish close cooperation with the student, facilitate the presentation of new material, and stimulate own research activities. The wide variety of ICT lessons in ways and forms of work diversify the pedagogical process, makes the lesson of foreign literature a creative process, makes it possible to turn the studied material into a hypertext and, thus, create in the student’s mind a general picture of the development of foreign literature in space and time.

With the use of ICT, it has become possible to conduct lessons in project-based technologies, which brings the study of foreign literature closer to life and gives it even more practical value.

Therefore, the use of information and communication technologies at the lessons of foreign literature is appropriate and justifies itself. Literature should be an integral part of life, and media education should be an integral part of the lesson.

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