проекту. Так, директор, наприклад, рекламної агенції, не оцінює окремо вклад бухгалтера, маркетолога, перекладача, копірайтера, HR-менеджера у конкретний проект. Його цікавить результат, досягти якого ці п'ятеро можуть за умов ефективної комунікації, креативу, колаборації та вміння разом вирішувати стратегічні й оперативні проблеми.

Розробку методичних матеріалів для здійснення проектного навчання у вивченні рідної та іноземних мов відносимо до *перспектив дослідження*.

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PRONUNCIATION TEACHING IN HISTORY AND IN TODAY'S ESL CLASSROOM: EVALUATION OF TEACHING APPROACHES AND PRONUNCIATION ACTIVITIES

Stanislava SHAROVAROVA (Kropyvnytskyy, Ukraine

Stanislava Sharovarova. Pronunciation teaching in history and in today's ESL classroom: evaluation of teaching approaches and pronunciation activities.

Pronunciation teaching experiences the most apparent lack of communicative practice in today's classrooms. Throughout 150 year history of pronunciation instruction it's been decontextualized and separated from other language skills, leaving learners ignorant about their pronunciation needs. The principles of EFL teaching have revolutionized, transforming the role and nature of pronunciation instruction. We evaluate pronunciation activities in EFL intermediate coursebook Enterprise 4 for 11 and 12 grades of upper-secondary. The main concern is whether these activities are productive, effective and communicative in nature. Methodological recommendations for carrying out pronunciation activities in the Teacher's Book are scrutinized in terms of their applicability and practicability in classrooms. We show that EFL instructors at secondary schools are not equipped with adequate methodology and activities for teaching pronunciation communicatively and developing learners' phonological competence. The emphasis is mostly just on mechanical reproduction of segmentals, often with no accuracy or fluency and phonological instruction.

Key words: pronunciation instruction, communicative language teaching, phonological competence, EFL instructors, methodological guidelines, curriculum, pronunciation activities.

С.В.Шароварова. Навчання англійської вимови в історичному аспекті та в сучасній освіті: аналіз підходів до викладання та фонетичних вправ.

Навчання вимови є аспектом найменшого комунікативного спрямування в сучасній освіті. Протягом своєї 150-річної історії, навчання вимови було позбавлено контексту та відокремлено від опанування інших мовленнєвих умінь, а учні не усвідомлювали своїх потреб у вдосконаленні вимовних навичок. Принципи викладання англійської мови як іноземної суттєво змінились, змінюючи тим самим роль та суть навчання вимови. У статті проаналізовано ефективність, доцільність та комунікативний характер фонетичних вправ на матеріалі курсу Enterprise 4, що широко застосовується у викладанні англійської мови у 10 та 11 класах загальноосвітньої школи. Охарактеризовано методичні рекомендації до виконання цих вправ, представлені в комплексному виданні курсу Книга для вчителя (The Teacher's Book), з метою визначення раціональності їхнього залучення до навчального процесу. Встановлено що викладачі англійської мови не забезпечені належними методологічними рекомендаціями, а зміст фонетичних вправ не відповідає принципам комунікативного підходу у навчанні та не сприяє розвитку фонологічної компетенції учнів.

Ключові слова: *навчання вимові, комунікативно орієнтоване навчання, фонологічна компетенція, викладачі англійської мови як іноземної, методологічні рекомендації, навальний план, фонетичні вправи.*

С.В.Шароварова. Преподавание английского произношения в историческом аспекте и в современной школе: оценка подходов преподавания и фонетических упражнений.

Преподавание произношения отличается наименьшей коммуникативной направленностью в современной школе. На протяжении своей 150 летний истории, преподавание произношения было лишено контекста и обособлено от овладения другими языковыми умениями. Принципы преподавания английского языка как иностранного существенно эволюционировали, что соответственно повлекло за собой переосмысление роли и природы преподавания фонетики. В данной статье представлен анализ фонетических упражнений из курса Enterprise 4, широко используемый в преподавании английского языка в старших классах среднеобразовательной школы. Предложенные авторами курса фонетические упражнения были рассмотрены с позиции их эффективности и уместности в процессе овладения произносительными навыками. Также изучен характер методологических рекомендаций для выполнения этих упражнений, представленных в книге для учителя. Определено что учителя английского языка не обеспечены соответствующей методологической базой, а содержание фонетических упражнений не отвечает принципам коммуникативного подхода и не содействует развитию фонологической компетенции учащихся.

Ключевые слова: *преподавание произношения, коммуникативно-ориентированное обучение, фонологическая компетенция, учителя английского языка как иностранного, учебный план, фонетические упражнения.*

INTRODUCTION

The principles of European language policy are specified in the Common European Framework of Reference for Languages: learning, teaching, assessment (CEF). It presents common basis to design implicit language syllabi, courses and programs [5]. Regarding the place of pronunciation within overall language use, the authors of CEF claim that phonological knowledge and skills are part of one of the three sub-competences of communicative language competence, namely linguistic, sociolinguistic and pragmatic competences.

Phonological competence is primarily a component of linguistic competence. It involves a knowledge of, and skill in the perception and production of phonemes, allophones, distinctive phonetic features (e.g. voicing, rounding, nasality, plosion), phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones), phonetic reduction and prosody (sentence stress, rhythm, intonation) [5, p. 116].

Pronunciation teaching has experienced different prominence since late 19th century. The priorities in what to teach and tools for teaching have been altered respectively. We first review teaching pronunciation approaches and methods for over 150 year period, from early pre-communicative language teaching times up to current trends, to conclude which practices in developing phonological competence in language acquisition were dominant at that time. Then we analyze the role of pronunciation component within overall communicative language teaching (CLT) in one of the course books for ESL teaching at secondary schools. Prevalent approaches and pronunciation activities are exemplified and evaluated in the context of their relevance for developing phonological competence.

LITERATURE REVIEW

Four waves of innovations and changes in pronunciation instruction are introduced by Murthy and Baker [14].

The First Wave of pronunciation teaching (1850s - 1880s) is marked by the prerogative of intuitive-imitative approach. Early innovators of that time, such as Berlitz (1882), Gouin (1880) in France, Marcel (1853) in France, and Predergast (1864) in England were preoccupied with primacy of speaking skills, not pronunciation in particular.

Intuitive-imitative approach requires the use of high quality authentic models for listening and imitation, that became possible with the invention of recording devices. Teacher doesn't need special skills in phonetics or speech pathology. Intuitive-imitative practices rely on teacher's pronunciation and learner's listening and imitation skills. No explicit instruction is applied, only oral repetition, imitation and reading aloud.

The Second Wave of pronunciation teaching (1880s - early 1980s) is characterized by the advent of analytic-linguistic approach in pronunciation teaching. It provides learners with elaborate theoretical information and various tools on articulation of sounds, organs of speech and their functions in producing sounds, transcription, charts, etc. This approach appeared to supplement intuitive-imitative one, so that learners are first exposed to linguistic knowledge and then they move onto practice stage.

During 1886-1889 International Phonetic Association (IPA) was established in Paris and this significantly contributed to pronunciation teaching. Phonetics was framed as a science describing and analyzing sounds, thus the International Phonetic Alphabet was introduced in 1887. Members of association were prominent European phoneticians (e.g., Paul Passy of France; Henry Sweet of England; Wilhëlm Vietor of Germany) and they emphasized (1) the priority of speaking skills over written ones, (2) the importance of obtaining phonetic knowledge by language instructors and (3) the importance of giving special phonetic training to learners to acquire good communication skills [18].

A number of methods in foreign language instruction emerged during the second wave period. Direct method (late 1880s - early 1900s) advocates emphasize the importance of listening to a teacher or recording and imitating in a native-speaker manner. The Reform Movement (1890s) marked the dramatic turn in pronunciation teaching. First scientific research in phonetics was accepted in L2 classrooms, teachers started sharing findings in the field of phonology among colleagues and students. Explicit instruction focused on segmentals and included: (1) visual aids describing physiological movements of organs of speech; (2) tactile techniques; (3) the IPA chart as foundational component of pronunciation instruction; (4) priority of listening before reading written samples; (5) phonetic instruction was gradually replaced by phonemic one; (6) mimicry, imitation and drilling supported by phonetic/phonemic explanation. The recommended steps for pronunciation instruction were as following: first, study of sounds in isolation, occasionally accompanied by exercises to train active speech organs, then study of syllables, then utterances and finally sentences which could be incorporated into prose and poetry samples. Chorus reproduction was emphasized to be prior to individual reproduction.

Audiolingualism in North America and Situational Language Teaching in Great Britain (1940s - 1950s) placed particular importance on oral communication, and pronunciation as a significant part of it. Imitative-intuitive approach became even more popular, even suppressing the analytic-linguistic one. Instructors often skipped altogether the explanation stage and moved directly onto choral or individual imitation practices. The importance of intelligibility issue began being questioned as early as in the late 20th century.

Another greatest innovation of the time is the so called "Bowen's Technique" or contextualized minimal pairs practice [1]. Following contextualized practice, the issue of integrating pronunciation teaching with other areas came into question [13]. Morley claimed that fluency and accuracy should be of equal importance in oral communication class, given that contextualized meaningful practices are of high-priority.

The end of the second wave period is characterized by the shift from teaching segmentals to teaching suprasegmentals [2, p. 606]. Catford and Halliday introduced a phonological hierarchy where pronunciation instruction started with teaching stress-groups, then tone-groups, then work

with syllables, and finally phonemes. This century in pronunciation history is considered to be the period of innovations and changes which set the basis for communicative era in pronunciation teaching.

The Third Wave of pronunciation teaching (mid 1980s–1990s) is marked with the rise of Communicative Language paradigms and decline of pronunciation instruction in overall language teaching. Obtaining linguistic competence was no longer enough for successful communication. Consequently, acquiring communicative competence became the ultimate goal in teaching languages [18, p. 2].

The importance of teaching pronunciation was emphasized, but how to integrate pronunciation component in CLT remained uncertain. [18, p. 3]. For example, one of the core principles of CLT is to avoid error correction for the sake of certain levels of proficiency [18, p. 3]. But in traditional pronunciation teaching error correction was one of the central approaches, and accuracy dominated fluency. Moreover, the issue of nativeness was no longer essential, replace by intelligibility principle [18, p. 6]. Activities on supresegmental features were dominant in the light of intelligibility.

The third wave in pronunciation instruction experienced uncertainty and doubts about how to incorporate traditional accuracy-oriented approach with the new CLT paradigm [12; 18, p. 13]. Language instructors were unequipped, because resource materials of that time gave only general guidelines on how to teach pronunciation communicatively. Suggested activities obviously represented a shift from mechanical drills, but there were no activities to move forward to the stage of unprepared interaction.

Celce-Murcia proposed the following steps for teaching pronunciation communicatively [3; 4]: (1) identification of learners' problem areas; (2) compilation of the list of contexts with many natural occurrences of problem sounds; (3) development of communicative tasks with words including problem sounds; (4) development of three or four extra activities to get back to problem sounds in a while and practice them in new contexts.

Pica came up with a four-level scheme [18, p. 13]: (1) the teacher introduces a target feature and models representative examples for the class to repeat; (2) the learners are given directions on communicatively based activities with the target feature; (3) students work in pairs or groups while the teacher mingles with them, monitoring and providing support; (4) pairs of groups present their activities in front of the whole class (sometimes this step is omitted).

Prator and Robinett [17] introduced three steps to learning pronunciation: (1) identification and discrimination of target sounds in native speakers' speech; (2) sounds production with the focus on pronunciation features; (3) development of automation with the focus on meaning.

The Fourth Wave of pronunciation teaching is characterized by emergence of empirical research (mid-1990s – present). Specialists of the previous waves haven't provided empirical research which would improve the quality of pronunciation teaching and support instructional innovations [18 p. 36]. There are currently three macro-level areas in empirical research that support ESL pronunciation teaching: (1) what features of English phonology to teach (2) how to teach pronunciation effectively and (3) teachers' cognitions (beliefs and knowledge) and learners' perspectives on pronunciation instruction [18 p. 37-38].
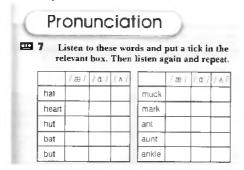
RESULTS AND DISCUSSION

This part of the article investigates how effective the pronunciation activities in a selected course book are, and whether they reflect the core principles of CLT paradigm.

Enterprise 4 Intermediate Coursebook is one of the most commonly used course books for ten and eleven grade EFL teaching by university instructors from Central Unkrainian State Pedagogical University. In the Introduction to the Coursebook, the authors claim that pronunciation and intonation exercises are presented, helping students gain confidence in speaking the language. No foreword about pronunciation instruction for the teachers is given in the Introduction to the Teacher's Book.

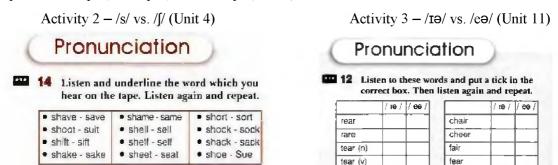*Enterprise 4* coursebook includes four modules and 12 units, each centering on a particular topic. Nine out of twelve units contain pronunciation section. These nine sections are basically dedicated to segmentals practice, namely sounds discrimination. Activities comprise nine vowel sounds and eight consonants. The rationale for choosing the sounds under practice as well as the principle to pair or group them remains unclear.

Phonological activities to work on segmental features and methodological guidines to these activities as presented in the Teacher's Book.

Activity 1 — vowel sounds /æ/, /a/, /ʌ/ discrimination (Unit 1)

Pronunciation

7 Listen to these words and put a tick in the relevant box. Then listen again and repeat.

	/æ/	/a/	/ʌ/		/æ/	/a/	/ʌ/
hat				muck			
heart				mark			
hut				ant			
bat				aunt			
but				ankle			

Sound discrimination and diferentiation among the vowel sounds /æ/, /a/, and /ʌ/ are in the center of this exercise. As guided in the Teacher's Book, the teacher first explains phonetic symbols. The students listen to the speaker on the recording and then put a tick in the relevant box. Then, they listen for the second time. This time the teacher pauses between the words so that the learners have time to repeat. The authors provide information on articulatory characteristics of the target vowels: according to horizontal position of the tongue (front, back and back respectively) and according to vertical position of the tongue (/æ/ — between open and half-open; /a/ — open; /ʌ/ — half-open, raised).

Activity 2 — /s/ vs. /ʃ/ (Unit 4)

Pronunciation

14 Listen and underline the word which you hear on the tape. Listen again and repeat.

• shave - save	• shame - same	• short - sort
• shoot - suit	• shell - sell	• shock - sock
• shift - sift	• shell - self	• shack - sack
• shake - sake	• sheet - seat	• shoe - Sue

Activity 3 — /ɪə/ vs. /eə/ (Unit 11)

Pronunciation

12 Listen to these words and put a tick in the correct box. Then listen again and repeat.

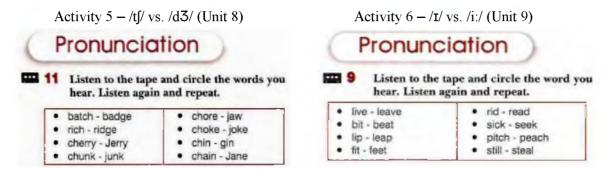|	/ɪə/	/eə/		/ɪə/	/eə/
rear			chair		
rare			cheer		
tear (n)			fair		
tear (v)			fear		

No articulation for the consonants /s/, /ʃ/ and diphthongs /ɪə/, /eə/ or any spcific instruction on how to carry out Activity 2 and Activity 3 are given in the Teacher's Book.

Activity 4 — /n/ vs. /ŋ/ (Unit 7)

Pronunciation

13 Listen to the tape and circle the words you hear. Listen again and repeat.

• kin - king	• sin - sing
• ban - bang	• win - wing
• thin - thing	• pin - ping

In the Teacher's Book the target sounds are characterized as /n/ alveolar nasal and /ŋ/ as velar nasal. The methodological guideline includes only the repetition issue, i.e. after completing the sound discrimination part the teacher reads the sets of words and ask the learners to repeat after the teacher.

Activity 5 – /tʃ/ vs. /dʒ/ (Unit 8)

Activity 6 – /ɪ/ vs. /i:/ (Unit 9)

Pronunciation

11 Listen to the tape and circle the words you hear. Listen again and repeat.

• batch - badge	• chore - jaw
• rich - ridge	• choke - joke
• cherry - Jerry	• chin - gin
• chunk - junk	• chain - Jane

Pronunciation

9 Listen to the tape and circle the word you hear. Listen again and repeat.

• live - leave	• rid - read
• bit - beat	• sick - seek
• lip - leap	• pitch - peach
• fit - feet	• still - steal

The discription in the Teacher's Book states that the sounds /tʃ/ and /dʒ/ are palato-alveolar affricates, lenis and fortis correspondingly, according to muscular tension. Vowels /ɪ/ vs. /i:/ are characterized according to the length of articulation (short and long correspondingly) and according to vertical position of the tongue (half close vs. close). The teacher is advised to read the sets of words and ask the learners to repeat them. Consonant sounds /s/ and /z/ are characterized as alveolar fricative and fortis/lenis respectively.

Activity 7 – /s/ vs. /z/ (Unit 10)

Activity 8 – /ɒ/ vs. /ɔ:/ (Unit 12)

Pronunciation

9 Listen to these words and put a tick in the relevant box. Then listen again and repeat.

	/ s /	/ z /		/ s /	/ z /
advise			phase		
advice			seal		
lice			zeal		
lies			niece		
face			knees		

Pronunciation

11 Listen to these words and put a tick (✓) in the correct box. Then listen again and repeat.

	/ɒ/	/ɔ:/		/ɒ/	/ɔ:/
shot			port		
short			pot		
spot			forks		
sport			fox		

Vowel sound /ɒ/ is characterized as short vowel and sound /ɔ:/ as long with no reference to the position of the tongue, lips and lower jaw.

The instructions in the Coursebook are comprehensible. The main objective is listen, identify and repeat either after the recording or after the teacher twice or without specifying the number of repetitions. The words with target sounds are chosen with no link to the vocabulary of a corresponding unit. The guidelines in the Teacher's Book are very explicit. Articulatory charactristics of vowels contain six distinctive features, and characteristics of consonants include seven features. The authors, though, provide the teachers only with one or two features maximum. Usually these include the length of vowels and the degree of muscular tension of consonant sounds. Only five out of nine vowels are characterzed according to the vertical or horisontal position of the tongue in the mouth cavity. No description of the position of lips or jaw is presented. Other articulatory features as well as typical mistakes in the production of sounds are not explained.

Activities for suprasegmental features advancement. Three activities in *Enterprise 4* center on suprasegmental features. The contexts of dialogues do not correspont with the topic of the unit.

Activity 1 – intonation in statements and sentences expressing disbelief and surprise (Unit 1)

📼 **8** Listen to the dialogue, underline the words which express statement, circle the ones which express disbelief and surprise, then, act out the dialogue using the correct intonation.

A: Hi honey, It's me.
B: What's wrong?
A: Nothing.
B: Nothing?
A: Nothing serious. Christina had a minor injury, that's all.
B: A minor injury?
A: Yes, she's going to be okay.

The following activity represents a short dialogue. The learners are asked to listen to the dialogue, underline the words which express statement, and circle the words which express disbelief and surprise. The next step is to act out the dialogue using the correct intonation. The question is, what is the "correct intonation"? The students mark the words which express specific meaning, but they are not instructed about the intonation patterns in these communicative types of sentences. No information about nuclear tones or sentence stress is given to either the teacher or the learners. The Teacher's book provides no phonological guidelines for the teacher just the answers to the instruction. It's a mere imitation exercise supported by some graphic marking.

Activity 2 – weak-strong forms discrimination (Unit 4)

📼 **15** Listen to the following dialogue and identify the strong and weak forms. Then listen again and repeat.

e.g. A: You did start the fire!
      B: No, I didn't.
      A: Come on, we know you did.

The activity presupposes learners' background knowledge of reduction, rhythm and stress in English, as here there is no implicit instruction. The dialogue is to be heard twice, that's the only recommendation in the Teacher's Book. These three sentences could hardly be considered as "dialogue". Besides, there is a strong doubt as for its communicative character to promote any learners' competence.

Activity 3 – /ði/ vs. /ðə/ (Unit 6)   Activity 4 – (Unit 6)

Pronunciation

📼 **16** Listen to these words and put a tick in the correct box. Then listen again and repeat.

	/ ðɪ: /	/ ðe /		/ ðɪ: /	/ ðə /
the apple			the egg		
the fruit			the cake		
the milk			the ham		
the recipe			the orange		

📼 **17** Listen to the five short dialogues and say when speaker B expects an answer and when he doesn't. Then listen again and repeat.

1 A: I didn't really like the new restaurant.
   B: The service was awful, wasn't it?
2 A: Have you been to the new Mega Market yet?
   B: Yes, but the prices are a bit high, aren't they?
3 A: Look at these tomatoes I bought today.
   B: They look good, don't they?
4 A: The baker did a wonderful job on this cake.
   B: Yes, it's delicious, isn't it?
5 A: Ellen cooked a lovely dinner for us last night. Why didn't you come?
   B: She wasn't expecting me, was she?

Activity 3 aims at distinguishing the phenomena of connected speech, i.e. pronunciation of the definite article in accordance with the sound feature of the following word. No explanation on how to conduct this activity and implement in real communication is suggested. In Activity 4 there is no indication that prosody is under practice, intonation in disjunctive questions in particular. In the Teacher's Book, the authors provide the teachers with the clues "no answer is expected" or " answer is expected" only.

Clearly, the activities under consideration are not implicit pronunciation exercises, though in the form of dialogues. These listen-and-repeat activities are only interrupted by the task to identify some words or specific phonology features. Activity 4 is designed to develop pragmatic competence with no link to English phonology. The instructions to activities imply that both the teacher and the learners have solid background knowledge on prosody features.

CONCLUSIONS

Throughout the history pronunciation teaching was attributed different approaches and various degrees of importance. The most redical shifts in phonological instruction are the following: (1) from intuitive imitation to unprepared interaction; (2) from native-speaker manner to intelligibility as the goal in communication; (3) from phonological ignorance of EFL teachers and explicit explanation to empirical research which improves the quality of pronunciation teaching and supports instructional innovations; (4) from primacy of speaking skills to importance of listening skills; (5) from focus on segmentals to a balance between segmentals and suprasegmentals. Today's pronunciation curriculum is seeking to incorporate the most important aspects of the English phonology into general development of linguistic competences.

Enteprise 4 does not correspond to current trends in phonological instruction. There are no appropriate pronunciation activities to promote learners' phonological competence and to help ESL teachers to integrate pronunciation component into oral communication. The authors of *Enterprise 4* do not provide teachers with methodological guidelines and implicit instruction on how to help learners to build overall communicative competence. Listening discrimination, teacher-controlled speaking, listening and imitation, reading aloud tasks are a signature mark of early-to-mid CLT period and do not correspond with today's learner-centered principles of CLT framework.

Listen-identify-repeat approach is pivotal in *Enterprise 4.* Pronunciation activities involve decontextualized repetition of words which is rather explicit in nature. The sounds under practice are not the ones which cause the greatest difficulty in articulation among Ukrainian learners of English. Although they are apt to make phonological mistakes by substituting the sounds in suggested pairs, which leads to misunderstanding and unsuccessful communication. Listen-and-repeat activities for sound discrimination is, according to the literature [11; 15], a suitable and reasonable way of raising awareness for the pairs of sounds and improving learners' articulation of them. However, within CLT framework teachers need more methodological guidelines and advanced communicative practice on how to adapt these activities to their class objective and learners' needs. Segmentals are a priority in *Enterprise 4*, leaving features of prosody underestimated. Lack of meaningful tasks and natural contexts is evident in *Enterprise 4*. Teacher-controlled speaking is a distinctive feature of suggested pronunciation activities in *Enterprise 4*.

Future analysis of coursebooks Enterprise 1, Enterprise 2, and Enterprise 3 pronunciation sections will show whether there is consistency of pronunciation activities in building phonological competence from the beginner level to intermediate in secondary school curriculum.

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ВІДОМОСТІ ПРО АВТОРА
Станіслава Шароварова – кандидат філологічних наук, старший викладач кафедри англійської мови та методики її викладання Центральноукраїнського державного педагогічного університету імені Володимира Винниченка.
Наукові інтереси: актуальні проблеми фонетики і фонології сучасної англійської мови та методика викладання практичної фонетики.

УДК: 372.881.1

ЦИФРОВІ ТЕХНОЛОГІЇ: НОВІ МОЖЛИВОСТІ ПРИ ВИВЧЕННІ ІНОЗЕМНОЇ

Ніна ВОРОНКОВА (Кропивницький, Україна)

В статті розглядаються можливості використання нових інформаційних технологій   при викладанні німецької мови, які є важливими аспектами удосконалення та оптимізації навчального процесу, збагачення арсеналу методичних засобів та прийомів і сприяють різноманітності форм роботи на заняттях. Завдяки використанню таких технологій заняття стає цікавішим. Автор розкриває сутність інформаційно-комунікативних технологій. Визначається їх роль при навчанні іноземній мові в умовах модернізації освіти, які базуються на використанні аутентичних мовних матеріалі: забезпечується практично необмежений доступ до аутентичних ресурсів, в тому числі аудіо та відео з інтернету. Учні, студенти можуть використовувати їх під час самостійної роботи, при дистанційному навчанні та підготовці проектів і т.д. Використання сучасних освітніх цифрових технологій при проведенні уроків німецької мови дозволяє встановити тісніший контакт з учнями, підвищує мотивацію студентів до навчання, розвиває всі навчальні універсальні дії. Тим самим забезпечується висока організація навчального процесу. Аналізуються проблеми та перспективи використання технологій на основі цифрових та мобільних додатків. В статті аналізуються можливості використання цифрових ресурсів в навчальному процесі.
Ключові слова: цифрові засоби, заняття з іноземної мови, нові методи навчання, форми навчання з цифровими засобами, дидактико-методична концепція, застосування цифрових засобів.

DIGITALE TECHNOLOGIEN ALS NEUE MÖGLICHKEITEN BEIM ERLERNEN EINER FREMDSPRACHE
Im Artikel werden Möglichkeiten der Verwendung von neuen Informationstechnologien beim Unterrichten von Fremdsprachen, nämlich der deutschen Sprache. Sie sind die wichtigen Aspekte der Vervollkommnung und Optimierung des Lernprozesses, Bereicherung der methodischen Mittel und Methoden und tragen zur Abwechslung von Sozialformen im Unterricht. Dank der Verwendung von solchen Technologien wird der Unterricht interessanter. Der Autor erläutert den Hauptinhalt der informativ-kommunikativen Technologien. Es wird ihre Rolle beim Unterrichten der deutschen Sprache unter den Bedingungen der Bildungsmodernisierung festgelegt, die sich auf der Verwendung der authentischen Sprachmaterialien beruhen: es wird praktisch der unbegrenzte Zugang zu authentischen Ressourcen, darunter auch Audio- und Videoinformationen. Die Schüler und die Studenten können sie während der selbständiger Arbeit, bei der Fernbedienung und bei der Vorbereitung der Projekte etc. Die Benutzung der modernen digitalen Technologien in den Deutschstunden trägt zum stärkeren Kontakt mit Schülern, erhöht die Motivation der Lernenden zum Lernen, entwickelt alle Lernideen. Dadurch wird hohe Organisation des Lernprozesses versichert. Es werden auch Probleme und Perspektiven der Verwendung der Technologien aufgrund von digitalen und mobilen Geräten. Im Artikel werden die Möglichkeiten der Benutzung der digitalen Ressourcen im Lernprozess.
Key words: digitale Medien, Fremdsprachenunterricht, mobile Endgeräte, neue Untersuchungsmethoden, Unterrichtsformen mit digitalen Medien, didaktisch-methodische Konzeption, Einsatz digitaler Medien.

DIGITAL TECHNOLOGIES: NEW POSSIBILITIES IN LEARNING A FOREIGN LANGUAGE
The author considers the possibilities of using new information technologies in teaching German which are an important aspect in improving and optimizing the learning process and help to enrich the arsenal of methodological means and approaches, enable to vary activities at the classes to make them more interesting.