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**ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ
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NAMED AFTER K. D. USHYNsky**

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Глобальні виклики педагогічної освіти в університетському просторі : матеріали
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До збірника ввійшли матеріали III Міжнародного Конгресу «Глобальні виклики педагогічної освіти в університетському просторі», присвяченого узагальненню педагогічних, психологічних та соціально-політичних аспектів підготовки сучасного вчителя; системі формування духовного та інтелектуального потенціалу сучасної молоді; перспективним психолого-педагогічних концепціям підготовки вчителя в системі університетської освіти; інноваційним авторським педагогічним технологіям.

Збірник рекомендовано для широкого кола фахівців, які цікавляться проблемами педагогічної освіти.

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Webinars should be offered on line by universities, colleges. On line webinars permit students to join the learning program at any time and let them control pacing. But educators should certainly work to keep their ownership and control of their own materials. Webinars allow introducing distance education, examining programs for students, especially for those who were unable to attend lectures and seminars for one reason or another. For instance, foreign students can view a webinar presentation, complete the assignment and to mail it to a lecturer.

Today English teachers can search the net and find a lot of webinars' recordings that are done by Macmillan Education Center, British Council, Cambridge English teacher (online professional development for English language teachers around the world), or just to make use of professional development program for English teachers that includes recordings from previous webinars, corresponding downloadable presentations and additional resources. Webinar presentations may be on different topics: 1. Learning and the teacher. 2. Language knowledge and awareness. 3. Professional development and values etc [3].

Using webinars at higher education establishments can involve changes in the role and tasks of the English educator. Stimulating students' participation in webinars and providing opportunities for active engagement in the process of English language learning can help educators to get feedback on learners work as quick as possible. Moreover, English educators can experiment with new computer technologies, methods, material, and approaches taking part in webinars. Perhaps the most valuable contribution of webinars to English language teaching is their role in facilitating educators' access to professional material (presentations), resources. For example, the webinar «Changing English: What Teachers Should Know,» demonstrates the ever-changing nature of English and what teachers need to know in order to successfully keep up. Regional English Language Officer Kevin McCaughey gives some tips for English teachers and points out that it is important to keep with the technology, and consider the new literacies. He describes online chats, blogs, tweeting, discussions forums, texting and social media as new literacies and demonstrates how these forms of writing are different from traditional classroom writing. He points out that all languages evolve, and today we can trace new forms of the language and most importantly, for educators to rethink the way of English teaching and accessing, since technology is constantly altering.

Incorporating webinars in teaching foreign languages allows to supplement traditional techniques and to increase students' motivation to study and to develop their intellectual and creative potential.

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USING MOBILE APPS TO ENHANCE COMMUNICATIVE COMPETENCE IN AND OUTSIDE THE EFL CLASSROOM

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Mobile phones and smartphones in particular have become a part of modern life for a vast majority of people. The purpose of this technology is undoubtedly revolves around communication through language which concurs with one of the primary objectives of language learning – acquiring communicative competence. Thus the usage of smartphones in EFL classes can be viewed as an effective tool of developing language proficiency in the modern hi-tech society.

Let us consider the term «communicative competence» first. Communicative competence refers to a learner's ability to use language to communicate successfully. Canale and Swain (1980) defined communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication that is outside the classroom.

As smartphones and messaging apps become more prevalent, their potential for ready-made communicative activities in the classroom comes to attach great importance. If the students are good at their smartphones, it is reasonable that teachers can make great use of that potential to assist language learning. One beneficial function of the smartphone is its ability to exchange text and multimedia between users. The teachers can explore the messaging function of smartphones and therefore employ the free messaging apps to boost students' communicative competence inside and outside the English language classes.

Using mobile apps in EFL classes implies the ability of an instructor to be creative, designing different activities based on the usage of the apps appropriate to the communicative objective of the lesson. According to Harmer (2007), instructors must create suitable settings and appropriate methods and materials to fit the different cognitive or affective needs of students.

While designing the activities based on mobile apps an instructor should bear in mind that there can be two types of communication: written and oral. To enhance written communicative competence we used such popular messaging apps as *WhatsApp*, *Viber* or *Kakao Talk*. A simple example of using *Viber* for acquiring communicative competence in terms of writing is the creation of few *Viber* groups for the students to compete in the quest. The given method was tested on 15 students (three groups of 5 students in each) who were sent the task to their group and were to find the answer discussing it only by texting each other in the group. Also they were allowed to ask the instructor (facilitator of the group) for some hints. This activity turned out an effective tool of enhancing written communicative competence outside the classroom: the students were wandering around the city center trying to find the supposed location (sight) having the description of the one sent to their *Viber* group (for instance, «You can eat it. But tourists prefer to take pictures of it standing next to its house. It changes its clothes few times a year.» – was used for the description of the statue of cow which is situated next to a famous restaurant «Steak House»). As the final task was to gather all the members of the *Viber* group at the attraction, take a selfie with the landmark on the background and send the picture to the instructor, the activity itself was rather real-to-life considering the fact that all the members of the group were initially at different spots in the city center and were to communicate with each other by texting in the group.

To enhance oral communication competence one can use the Voice Memo Recorder. It has a great advantage as it can be found even in feature phone, not smartphone. One of the options to use it is Voice Memo Recorder Interview which implies students to interview each other in pairs or small groups and then share it with the neighboring group. The other option here can be giving the students a topic or a question that they must respond to with amount of details within limited time. A few minutes is an optimal time limit in which students are required not only understand the subject, organize the speaking structure but also provide a recorded audio response with personal ideas and details. It can be done either in a group or as individual activity. After acquiring the spoken response from students, the teacher should offer reasonable feedback to them via an audio message as well. Also considering that the primary objective of oral training activity is to develop communication and fluency, the feedback should focus on pronunciation, organization and constructive comments on the topic. Besides encouraging students' oral practice and improving their communicative competence, this activity greatly raised EFL teaching efficiency.

To conclude, given that mobile phones are a part of life of almost everybody nowadays, teachers should take advantage of this technology and thus find more and more opportunities to make their language classes in a fun and friendly manner, and students can come to acquire essential motivation and substantial communicative competence in developing their English language proficiency. The activities described in this paper are only few simplified examples for smartphone / feature phone and mobile apps use in this way. They are relatively easy to set up and supposed to provide inspiration and motivation to the language learners and instructors.

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