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APPLICATION OF THE SMART BOARD TECHNOLOGIES FOR ENGLISH LANGUAGE TEACHING

Bretsko Iryna, Kravchenko Tetyana

ЗАСТОСУВАННЯ ТЕХНОЛОГІЙ SMART-ДОШКИ ДЛЯ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

Брецько І. І., Кравченко Т. М.

Modernization of education provides for the transition from the use of traditional means of transmission and retrieval of information to a personal computer, computer classes with interactive methods and teaching aids (interactive whiteboards and software), and the information field of the global information network-Internet. Informatization of society not only sets new goals for the education system, but it also becomes a means of increasing the effectiveness of education. The purpose of the study is to analyze the use of information technology in English language lessons as an inadequate feature of modernizing the educational process, namely, on the basis of SMART Board technology, which is better known as the interactive whiteboard. The essence of information technologies, forms and methods of use have been considered in the article. Using Smart-board allows expanding students' knowledge about the country of the studied language, which contributes to the formation of regional and language competencies; forming students' language skills of communication by combining text and sound accompaniment; helping to overcome difficulties in the process of listening to voice messages and build listening skills with the help of sound and visual accompaniment. The influence of information technology on the motivation for learning has been studied. The effectiveness of the use of information technology in English lessons at school has been theoretically justified. Interactive board plays a significant role in the process of learning

English and the process of forming English-speaking social and cultural competence, increasing the effectiveness of the teaching and educational process, using an additional (except for the auditory and visual) channel of perception - kinesthetic, providing an optimal pace of engagement and saving time for discussion. The process of teaching at school should develop and in the future it is advisable to develop a series of exercises for English classes, specifically for working with the Smart-board.

Keywords: *web technologies, Smart-board, multimedia projector, language competence.*

Модернізація освітньої галузі передбачає перехід від використання традиційних засобів передачі та отримання інформації до персонального комп'ютера, комп'ютерних класів з інтерактивними методами та засобами навчання (інтерактивні дошки і програмне забезпечення) та інформаційного поля діяльності всесвітньої інформаційної мережі-Інтернет. Інформатизація суспільства не тільки ставить нові цілі перед системою освіти, а вона стає і засобом підвищення ефективності освіти. Мета дослідження - проаналізувати використання інформаційних технологій на уроках англійської мови як невід'ємної риси модернізації освітнього процесу, а саме на основі технології SMART Board, що більше відомий під назвою «інтерактивна дошка». У статті розглянуто сутність інформаційних технологій, форми і методи використання. Користування Smart-дошкою дозволяє: розширити знання учнів про країну, мова якої вивчається, що сприяє формуванню країнознавчої та мовної компетенції; формувати в учнів мовні навички спілкування шляхом поєднання тексту та звукового супроводу; звуковим та візуальним супроводом сприяти подоланню труднощів у процесі прослуховування мовленнєвих повідомлень та формувати навички аудіювання. Досліджено вплив інформаційних технологій на мотивацію до навчання. Теоретично обґрунтовано ефективність використання інформаційних технологій на уроках англійської мови у школі. Інтерактивна дошка відіграє значну роль у процесі вивчення англійської мови та процесі формування англомовної соціокультурної компетенції, підвищуючи ефективність навчально-виховного процесу, задіюючи додатковий (крім аудіального і візуального) канал сприйняття – кінестетичний, забезпечуючи оптимальний темп заняття і збереження часу на обговорення. Процес навчання в школі має розвиватися і у подальшому є доцільним розробити серію вправ для занять англійської мови, саме для роботи зі Smart-дошкою.

Ключові слова: *веб-технології, Smart-дошка, мультимедійний проектор, мовна компетенція.*

The use of web technologies is increasing considerably in all areas of human life, particularly in the field of education. Informatization of society not only sets new goals in the system of education, but it also becomes a means of improving the efficiency of education.

Modernization of the educational branch involves the transition from the use of traditional means of transferring and receiving information to a personal computer, computer classes with interactive methods and means of learning (interactive whiteboards and software), and the information field of the World Wide Web. Researchers such as Polat E.S., Dmitriev E.I., Novikov S.U., Tsvetkova L.A. are actively involved in the development and implementation of new information technologies in the educational process.

The purpose of the study is to analyze the use of information technology in English lessons as a non-negative feature of the modernization of the educational process.

Significant prospects for the optimal solution of the tasks of education, upbringing and development of the student's personality in the educational process of a foreign language study opens the use of an interactive multimedia software and technology training complex based on SMART Board technology, more commonly known as the "interactive whiteboard".

Today, there are modern technical teaching aids, in particular, Smart-boards. Smart-board is a convenient touch screen connected to a computer. The image on the board is transmitted by a

multimedia projector connected to the computer. Managing general and special-purpose software stored in the computer's memory is done by touching the board. The special educational software of the board, the package "Gallery" (Gallery), contains a large number of ready-made graphic images, videos according to the themes of the school course, which allow the teacher to create the desired slides.

The smart board allows the teacher to work with multimedia aids, that is, displaying objects in various ways: using graphics, photos, videos, animations and sound. The teacher uses everything that a student can perceive with the help of sight and hearing.

The teacher can use the Smart Board for video demonstration and Power Point presentations. Demonstration of presentations on Smart-board allows:

1. Expanding students' knowledge about the country of study, which contributes to the formation of regional studies and language competences;
2. Forming students' language skills of communication by combining text and audio;
3. Helping to overcome the difficulties in listening to speech messages and develop listening skills with the help of sound and visual support.

Demonstration of Power Point presentations gives the teacher many benefits.

Firstly, the content and the order of the submission of the material is determined by the teacher. The page slides quickly turning back and forth, allowing the teacher to return to the material being studied if necessary.

Secondly, the teacher can control the process of perception of the material, change the speed of the slide show, delete, insert, copy, cancel the action.

Thirdly, the "Backlight" function allows highlighting individual parts of the image and focus on them.

Fourthly, the ability to modify audio (students listen to a speaker or teacher) while viewing a presentation can better shape the skills of understanding the oral foreign language. After all, in school conditions, students become accustomed to speaking of their teacher and it is difficult for them to adapt to the perception speech of another person.

Learning materials can be used both when reporting a new material and repeating a study.

Presentations can have different content, like regional studies, and on the topic being studied.

When preparing presentations, the teacher can take advantage of the possibilities of the Internet. Connecting the Smart-Board to the World Wide Web allows using on-line courses on educational sites or take a virtual tour of English-speaking guides to any city in the country you are studying.

In self-created scenes during the English lesson, the teacher, with a slight touch of the surface of the board, can change the image (its size, color), inducing students to oral speech.

The largest number of Smart-Board educational programs is designed to study English. The "Collection" contains both grammatical constructions and video files with exercises on knowledge of grammar of English language. From the finished drawings "Collections" the teacher can create the necessary thematic pictures.

The Smart Board software allows to quickly create dynamic, colorful words that move freely across the screen and get to the right place. For example, while studying English verbs, the Smart Board teacher places a table with two columns. The first column is called Regular verbs, and the second is Irregular verbs. Under the table are words written in accordance with this topic. The student's task is to divide verbs into columns. As a result, we get an interesting "living" grammar. When students see on the screen colorful drawings, diagrams, animated images, they better perceive and master new grammar.

While studying new lexical units, it is unsurpassed to use the animation, which allows to quickly disclose the meaning of foreign words. The content of the thematic pictures can be "animated" by a cartoon that is easy to find on the Internet on educational sites.

The capabilities of the Smart-Board software allow creating various interesting tasks for finding and substituting correct answers, for distributing words and concepts by various features, etc.

So, the use of Smart-technologies in English classes is one of the requirements of the modern educational process in the information society. In particular, the rational use of the Smart-board fills the English language lessons at school with many interesting things, creates a joyful mood at the lesson, promotes the formation of language, speech and country-specific competences and improves the efficiency of the educational process.

An interactive whiteboard:

- creates an interactive foreign-language cultural learning environment, taking into account various educational software, which is characterized by cultural relevance, informativeness, aesthetics, environmental friendliness, ergonomics, communicative, interpersonal, interactive, situational, multifunctional, and maximal proximity to reality.

Such a learning environment is especially beneficial for students in the mental, physical, and emotional plane, because they have an interest in learning English and respect for English-speaking culture. A wide range of backgrounds of the resource board, vivid images, sound and video files help create the intercultural situation necessary for communication, to imagine yourself as a bearer of a foreign or native language;

- provides multimedia presentation and demonstration of social and cultural material in a wide range of visualization tools (maps, tables, diagrams, drawings, photographs, cards, brochures, etc.) with their active comments, drawing on the technical and didactic properties of the interactive whiteboard.

In this context, the interactive whiteboard not only enlightens the learning process, but also increases the motivation for learning.

The interactive complex attracts, captures its dynamism, promotes the emotional adjustment of students to the perception of the corresponding social and cultural material and provides a high level of concentration of their attention. Emotionally bright material is remembered better than emotionally neutral;

- enables the formation of social and cultural skills and the development of social and cultural skills in all types of speech activities, namely speaking, listening, reading and writing;

- helps the teacher in organizing a much wider spectrum of training activities in the process of forming social and cultural competence through technical and didactic capabilities;

- promotes teamwork and the inclusion of each student with an individual learning style in the process of perception, processing and assimilation of social and cultural information, and also creates conditions for the application of game, group, design and problem learning technologies;

- enables the organization of group and frontal control and evaluation activities of students, allows the teacher to introduce students with test tasks in the viewing mode and conduct demonstrative testing of both individual students and groups of students for the whole class.

- enables the creation of a library of various demonstration and methodological social and cultural materials that can be used in classrooms on a number of occasions, as well as to store all records on a computer with the ability to open during repetition of the passed material or transfer to a student who has missed a lesson.

In addition, from a psychological and pedagogical point of view, the use of interactive whiteboards:

- allows the teacher to display pre-prepared materials on the screen, and working hours in the classroom are used only for solving the tasks;

- makes it possible to use repeatedly a much larger amount of didactic material, to conduct completely different lessons with the same material, taking into account the individual and psychological characteristics of particular students;

- creates conditions for more effective perception of information by students at lessons due to the impact on almost all senses (sight, hearing, touch);

- reduces anxiety of students while working near the board;
- gives more opportunities for interaction in the classroom: allows students to work together and solve the general task posed by the teacher;
- helps the teacher to organize a competent feedback;
- reduces unproductive use of the lesson time;
- allows simulating abstract ideas and concepts, drag objects to another location, establish new relationships between objects in real time, without touching the computer and providing open space for learning interaction when creating the illusion of direct, and not mediated by the computer and the projector of interaction with educational material "in front of all";
- creates a phenomenon of collective attention that enables both a student and a teacher to lead both the whole audience as a whole and each individual member, which is the basis of purposeful and effective learning;
- provides a direct visual contact of the teacher with schoolchildren;
- contributes to the development of visual-figurative thinking in schoolchildren, stimulates their attention (involuntary and arbitrary), imagination in the process of forming skills and competences of sociocultural competence;
- activates educational and cognitive activity of students.

However, keep in mind that the interactive whiteboard is just a tool, an additional tool in the hands of a talented teacher.

Thus, we can confidently state that the interactive whiteboard plays a significant role in the process of studying the English language and the process of forming the English social and cultural competence, increasing the efficiency of the educational process, employing an additional (except for the audio and visual) channel of perception - kinesthetic, providing the optimal pace of employment and saving time for discussion, enabling management of all functions of the computer and any software, not only an electronic or mechanical marker, but also with a simple touch of a hand or a pointer. The interactive whiteboard enables the participants of the educational process to interact in a dialogue mode, contributing to the enhancement of the motivation of learning and cognitive activity of students, constantly supporting teachers in the state of creative search for methodological innovations by means of modern information technologies. The process of studying at a school should evolve and therefore in the long run it is expedient to develop a series of exercises for learning English, specifically for working with a smart-board.

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БІБЛІОТЕЧНИЙ ФОНД: ПОНЯТТЯ, ФУНКЦІЇ, ЙОГО СУЧАСНА ТРАНСФОРМАЦІЯ

Курило О.Й., Прокопович Л.С.

LIBRARY FUND: CONCEPT, FUNCTIONS AND ITS MODERN TRANSFORMATION

Kurylo Oleksandra, Prokopovich Lidiya

Визначено та уточнено поняття «бібліотечний фонд», виокремлено функції та властивості бібліотечного фонду як основного елементу системи «бібліотека». Досліджено зміни, пов'язані як з активним розвитком теоретичних розвідок різних галузей бібліотекознавства, пошуком нових методів аналізу та вивчення фондів, так і з модернізацією бібліотечної практики, інформаційно-аналітичної діяльності, впровадженням сучасних інформаційно-цифрових технологій тощо.

Ключові слова: бібліотека, бібліотечний фонд, фондознавство, електронні носії, електронні видання, документний фонд, документний ресурс.

It has been defined and clarified the concept of library funds, its functions and properties as the main elements of the library system. The changes related to the active development of theoretical studies of various librarianship practice, the search for new methods of analysis and study of funds, along with modernization, analysis and analytical activities, introduction of modern information and digital technologies, etc. have been researched. There have been presented key tasks of library and information service to users. It has been defined relation between concepts “documentation fund”, “documentation resource”, “electronic document”, “documentary array”, “documentary flow”. The notion of electronic digital library has been indicated. The classification of a system of features that characterize information resources has been presented. The so-called law of metamorphism, formulated by Grikhanov, has been described. It has been defined functioning of separate independent structures, such as: the fund of documents on CD-ROMs, the fund of electronic library documents, the fund of electronic documents network with remote access, archival fund of electronic documents, etc.

Keywords: library, library fund, fund studies, electronic media, electronic editions, documentary fund, document resource.

Протягом багатьох століть історії бібліотечної справи збирання книг називалося просто бібліотекою. Це пояснюється тим, що саме слово «бібліотека» вживалося в буквальному розумінні – «зібрання» або «сховище» книг. Поняття «фонд» виникло значно пізніше і в перекладі з французької мови воно означає «основа чого-небудь».

На початку ХХ ст. широкого розповсюдження набув термін «книжковий фонд» у зв'язку з перевагою обсягу книг у бібліотеках, але вже наприкінці 30-х років досить часто вживається поняття «бібліотечний фонд». У 60-80-ті роки, завдяки працям Ю. В. Григор'єва