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LINGUO-DIDACTIC ASPECT OF CREATING AN ELECTRONIC TEXTBOOK ON UKRINIAN FOR PUPILS OF THE FIFTH FORM

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Linguo-Didactic Aspects of Creating an Electronic Textbook on Ukrainian for Pupils of the Fifth Form

The article is concerned with a theoretical analysis of the implementation of common didactic principles in ET as fundamental aspects of functional and technological training, which are the basis for teaching, text-centered and lingual didactic principles. They regulate the language learning process in integrity. The article presents the main stages of educational and cognitive process construction with using ET in the classroom.

Key words: electronic textbook, common didactic, specific, methodical and text-centered principles of learning and teaching, stages of cognitive process.

The vector of modern school education is directed to the values concerned with personal development, variability and openness of education, which leads to the need for fundamental rethinking of all the factors that affect the quality of the educational process. One of such factors is the provision educational institutions with high-quality educational literature – textbooks.

However, the results of psychologists and educationalists' research show that the modern child is constantly on the brink of information overload while working with the textbook material. Because of mechanical memorization of information, its understanding is in a state of subjective difficulty that leads to rapid fatigue, which for its part leads to significant violations of attention, without which dedication and focus of training activities are not possible, and therefore effective perception and awareness of information either. Thus, the main task of nowadays concerning the educational process is to overcome the dogmatism, formalism and achieve good presentation and objective interpretation of modern textbook training material, including electronic one.

Mother tongue acquisition is a continuous process that begins with the first years of life and lasts throughout the whole life. Intensive language acquisition as the state one is

carried out according to certain laws, which contributes to effective account of the educational process. But the results of learning the Ukrainian language in secondary schools of Ukraine should be similar, that's why during the process of teaching one should be aware that mastering the language as a school subject has a close relationship between linguistic theory and practice speech, which depends on the capacity of speech environment created in learning and in everyday life.

It is well known that the content and structure of the object coordinate training programs and program requirements are actualized by textbooks. During the last decade the practice development of electronic textbooks (ET) is getting better. This enables teachers to reckon children's needs and cognitive capabilities better.

However, there is still lack of clarity in many aspects of the problem for the effective implementation of ET. Actually this determines the relevance of our research.

The purpose of the article is to analyze linguo-didactic aspects of ET creation on Ukrainian for the fifth-form-pupils that will help them to learn the language as a school subject.

The study on the issue of using ET proves that this innovative teaching tool eliminates banality in teaching and students' free time after classes. ET strengthens the consistency, continuity and systematic of education process, showing the previous educational experience of each student and the level of his/her awareness of certain theme. Also it provides an innovative approach to the organization of productive work.

This kind of textbooks acquires the features of fundamentally new means of learning and knowledge, when principles of language learning, including common didactic and specific ones are taken into account. The common didactic principles that affect the determination of the structure and content of the ET, are the following: scientific - taking into account the fact that information about the language and its features must meet the present level of linguistic science and ensure development of students' linguistic philosophy, develop the necessary practical skills and emotional-aesthetic values; systematic and consistency – placing educational material in a logical sequence, disclosure based on the system correlation; communication theory and practice – correlation between theoretical and practical material, where the latter is built on differential individual basis and situational representation; accessibility-structuring of

educational material according to the students' age, their training and the nature of the material; continuity and prospects -connection between previously acquired and new knowledge and skills, their complexity, generalization and deepening; relationship between preceding and subsequent educational material; establishing communication between the stages of learning the Ukrainian language; taking into account the prospects of development of students' skills is necessary for their further personal development and socialization; consciousness – a deep understanding of educational material and meaningful learning, skills, awareness of educational problems, awakening interest in it, the need for its proper use, ability to creatively apply new knowledge in life.

Special attention should be paid to the *principle of visibility* that promotes the increasing in cognitive interest to the school subject with the means of multimedia, allows to achieve high educational, disciplinary and developmental effect and also allows to "choose such learning tools which help to direct the natural process of language acquisition in regular way, providing auditory and visual clarity, optimal training of speech" [12, p.21].

We completely agree with B. Hershunskyi, who believed that using of a computer allows "to achieve a higher level of visibility of the offered material and significantly enhances the possibility of involving various exercises into the learning process; and continuous feedback based on the carefully considered incentives to learning “feeds” the educational process, promotes its dynamism" [3, p. 162].

So, the visibility and dynamism achieved due to the computer graphics EP, help to deliver knowledge in the form of images which fill up textual description and make it more comprehensive and available to remember. L. Zankov [5] singled out several major forms of combination of words and visibility to be considered during the learning the Ukrainian language with ET. They are:

- with the help of the word a teacher directs the visual observation which is performed by the students; and students get some knowledge of the subject, the process the issue considered and studied here with the help of a visual object during the observation;

– knowledge about the object, its characteristics and properties which students get from teacher's verbal messages, and visibility is a confirmation and specification of these messages.

Using different types of visibility, the teacher should provide a comprehensive analysis of the object, define the gist and things of secondary importance, to think of the explanation in detail, involving students in the separate search for the information required. However, modern computer programs are so technically equipped that at the request of the teacher can replace the tutor in most cases, but in case the study is provided for the fifth-form pupils, it's better not to use this opportunity often. Because the process of gaining, processing of knowledge and self-learning is low among children of this age.

The ET Design aims to provide access to various sources of information for teacher and students, the rational use of comprehensive and upgraded educational material (voice, image dynamics, playing environment) will promote the software users' motivation. The precedence of individual ways of learning over frontal ones and increasing of exercise differentiation allows to provide the reflection of learning activity of students, to raise the strength and awareness of knowledge, improving the quality of their learning. So, we consider it necessary to consider the *principles of individualization and differentiation* [7, p. 127 – 128]. The individual form of work with ET means constant monitoring of students' cognitive activity: during the performing of the task the computer program of ET offers such operations as, for example, suggesting the way how you can accomplish the task. These steps primarily support the interest and confidence of students as they allow to recall the learned material and suggest a right clue.

ET using provides new opportunities for the organization of the educational process due to changes in role of teacher of the subject: from the person who teaches the course material and controls the process of learning, to the analyst and consultant, ensuring the implementation of the principles of *problem-searching and various training*, the first of which provides immediate self-development, invariant course of training which is obligatory for everyone, and the second is strives for ensuring the highest possible degree of differentiation and individualization of education and thus provides

the organization of personally oriented approach through a variety of educational technologies, content, forms and methods of training [8, p. 9].

The principle of complex development of all spheres of the student's personality – the cognitive, emotional, ethical sphere – is focused on creating beneficial conditions for the development of cognitive sphere of personality only, that does not cause the reducing of studying performance, but causes the involving other spheres of personality, development of creative potential of students [4].

The principle of emotionality makes it possible to provide language development "based on unity of the soul, heart and mind of the student, i.e. the student is encouraged to accept linguistics sincerely as the most required, native, mobilizing his attention to the great extent memory, intellection and will" [11, p. 20] especially when analyzing text-models.

The authors of the Ukraine-based Ukrainian ET consider the basic communicative principle of a textbook to be the interactive principle that is implemented at all educational levels. As scientists think, interactivity is the main feature of communicative property of a textbook during the auditory, visual communication, communication through text record [6, p. 11].

Consideration of generally didactic principles directs teacher to the reliable, motivated, systematic presentation, provides connection between theory and practice and is aimed at meaningful linguistic material acquisition, forms the basis for the creation of ET in Ukrainian.

A major factor in the effectiveness of teaching the Ukrainian (native) language with the help of ET is correctly defined methodological principles that are inherent in a certain subject, provide an understanding of linguistic meanings, develop the vocabulary and grammar skills and attention to expressive tools of speech and comparison of the written form of speech and the oral one [12].

Taking into consideration the methodological principles pointed out by L. Fedorenko is very important for studying, including phonetics, graphics and orthoepy. These principles are: the attention to the matter of language (its implementation encourages the ability to hear the pronunciation features, reproducing speech organ's movements, which are necessary for the pronunciation of sounds); the understanding of

linguistic phenomena (enables the splitting of the language itself and what it can express in the mind); assessment of speech's clearness (involves the development of the students' ability to hear, assess sonority, clearness of a poetic work, catch the rhymes by ears and so on); sense of language (is conscious assimilation by the students the norms of literary language and the following of them) [12, p. 18 – 30].

Z. Bakum offers to consider a text-oriented principle, which promotes the admission the text as the most important unit in teaching the native language, during the studying the phonetics, graphics and orthoepy. The semantics of the linguistic units at all levels, including phonetics, is implemented in the context. According to the researcher, the text-oriented principle in the phonetics study can be applied in the following directions: a text is a tool of cognition the language as a multifunctional phenomenon; a text is the most important tool of the involvement to the Ukrainian culture; the phonetics study is based on the text as a unit of language due to which the phonetic phenomena and means are discovered and the system of phonetic concepts is formed; a text is the speech's creation, the result of the use of language because the language in action and the patterns of the phonetic means' functioning are studied on its basis; a text is the main tool of becoming skilful in oral and written forms of Ukrainian language and in speech activity in all its types (reading, speaking, listening, writing); a text is the tool of creating the situations, on the basis of which the real communication takes place [1, p. 134].

It is necessary to take account of the specific principles of studying, "do not act in isolation from each other, but in close relationship, help to become skilful in expressing the people's thoughts in oral and written form correctly, clearly, lively and vividly" [9] allow to implement the features of studying each section, including phonetics, graphics, orthoepy. The topical provisions are considered to be those made by I. Oliynyk about the implementation of specific principles in the phonetics study: "1) to rely on pupils' speaking and draw their attention to the speaking that meets literary norms; 2) to improve the ability to articulate sounds in the Ukrainian language; 3) to combine the simulation way of the assimilation the skills of conscious assimilation the orthoepic skills with the norms of literary speech; 4) to rely on verbal hearing, to improve auditory memory; 5) to

practice regularly in comparing the sound shell of words and sentences' intonation patterns to their graphic form" [10 p. 155].

In addition to these principles strengthened in the methodology of phonetics, Z. Bakum also recommends to apply the following specific principles as well: *the teaching phonetics in conjunction with orthoepy, graphics, spelling, morphology, syntax, punctuation*, because the phonetic knowledge as a generalization should not come in isolation from the studying the orthoepy, grammar, spelling, style; *sound analysis in the morpheme*, the implementation of which contributes to the pupil's understanding the changes according to the position of sounds and creates a theoretical basis to work on orphological units; *relation between the sound and spelling*, compliance of which will enable to understand the role of sound as a tool of speech's expression, will increase the general culture of pupils' speech, deep perception of the texts in belles-lettres; *taking into consideration the peculiarities of local dialect*, because a major part of the deviations from the norms of the modern Ukrainian literary language is caused by the influence of the environment, especially dialectical; *physical development of speech organs* that is directed towards pupil's assimilation of each morpheme, the complex pronunciation of sounds, intonation features of the syntax and at the same time needs training of speech organs, improvement of the pronunciation skills [4, p. 143 – 144].

The implementation of common didactic, linguistic-didactic and methodological principles in ET enables to arrange the work according to it in several stages: during the first, *diagnostic-prognosticating*, stage the basic level of pupils' achievements is determined and the actions to form language, speech and social-cultural competence of pupils are projected. On the second stage – *informative- accumulating* – the pupils are provided with the information, their efforts to the search of self are directed. During the *analytical and search stage* the abilities to analyze information, to compare it with the acquired knowledge, to complete in the process of generalization the tables, charts and so on. The fourth, *practically-oriented* stage includes the ability to apply knowledge gained in practice, make decisions and conclusions. The fifth stage – *creative* – promotes the ability to apply knowledge in the new unusual situations, convert them into skills for self-use in daily practice.

Organization of teaching Ukrainian with the help of ET is caused primarily by the common didactic principles as the main provisions of the functional technological training, which become the basis for linguistic didactic principles and closely govern the process of language studying, causing the optimal choice and the combination of methods, means and forms of education.

Thus, the modern teaching the pupils of the fifth grade Ukrainian with the help of ET is based on truly existing regularities that determine and direct the actions of either teacher or pupil, especially the constant attention to the matter of language, its sound system; the understanding the semantics; the ability to acquire the literary language norm etc., each of which is different in learning the Ukrainian language at secondary school. The correct implementation of linguistic didactic aspects in the creation ET will help to direct this modern learning approach towards achieving the following objectives: the forming speech and language competence in "goal – principle – method – the result". The emphasis is made on the goal as a predicted result, and the principle and method – a tool and a way to achieve it. The criterion of the efficiency of the principles and methods is the result, so each lesson when using ET is used, can be changed by rearranging for the achieving of this goal.

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Семенів Н. Л.

Лінгводидактичні аспекти створення електронного підручника з української мови для учнів 5-го класу

Стаття присвячена теоретичному аналізу реалізації в електронному підручнику загальнодидактичних принципів як основних аспектів функціонально-технологічної організації навчання, що стають основою для методичних, текстоцентричних і лінгводидактичних принципів, які в тісному зв'язку регулюють процес навчання мови в цілісності. У статті наведено основні етапи побудови навчально-пізнавального процесу із застосуванням електронного підручника на уроці.

Ключові слова: електронний підручник, загальнодидактичні, специфічні, методичні і текстоцентричні принципи навчання, етапи навчально-пізнавального процесу.

Семенив Н. Л.

Лингводидактические аспекты создания электронного учебника по украинскому языку для учеников 5-го класса

Статья посвящена теоретическому анализу реализации в электронном учебнике общедидактических принципов как основных аспектив функционально технологической организации учебы, которые становятся основой для методических, текстоцентрических и лингводидактических принципов, которые в тесной связи регулируют процесс учебы языка в целостности. В статье приведены основные этапы построения учебно-познавательного процесса с применением электронного учебника на уроке.

Ключевые слова: электронный учебник, общедидактические, специфические, методические и текстоцентричные принципы учебы, этапы учебно-познавательного процесса.

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