

Міністерство освіти і науки України
Національний педагогічний університет імені М.П. Драгоманова
Громадська організація «Європейська освіта і наука в Україні»
Саксонський центр дидактики вищої школи, Німеччина

Міжнародна науково-методична конференція

**НОВІ КОНЦЕПЦІЇ ВИКЛАДАННЯ
У СВІТЛІ ІННОВАЦІЙНИХ ДОСЯГНЕНЬ
ЄВРОПЕЙСЬКОЇ ДИДАКТИКИ ВИЩОЇ
ШКОЛИ**

Тези наукових доповідей

Київ – 2017

НОВІ КОНЦЕПЦІЇ ВИКЛАДАННЯ У СВІТЛІ ІННОВАЦІЙНИХ ДОСЯГНЕНЬ ЄВРОПЕЙСЬКОЇ ДИДАКТИКИ ВИЩОЇ ШКОЛИ:

Матеріали Міжнародної науково-методичної конференції 30 – 31 жовтня 2017 року/ Укл. С.М.Іваненко, О.В.Холоденко, К.М.Павицька, О.Г.Смольнікова – К.: НПУ імені М.П.Драгоманова, 2017 - 515 с.

До збірки увійшли матеріали доповідей, де висвітлюються питання формування професійної компетенції, особливостей новітніх підходів до системи організації навчального процесу в системі вищої школи, контролю рівня сформованості компетенції та концепції міжкультурної комунікації в сучасній освіті.

**Матеріали доповідей учасників конференції
подаються в авторській редакції**

ISBN 978-966-931-128-3

© Вид-во НПУ імені М.П. Драгоманова, 2017

РЕДАКЦІЙНА РАДА

В.П. Андрущенко - доктор філософських наук, професор, академік АПН України, ректор НПУ імені М.П.Драгоманова

В.П. Покась – доктор філософських наук, професор, декан факультету природничо-географічної освіти та екології НПУ імені М.П. Драгоманова

Г.В. Турчинова – кандидат педагогічних наук, доцент, завідувач кафедри іноземних мов факультету природничо-географічної освіти та екології НПУ імені М.П. Драгоманова

С.М. Іваненко – доктор філологічних наук, професор кафедри іноземних мов факультету природничо-географічної освіти та екології НПУ імені М.П. Драгоманова

О.В. Холоденко - кандидат педагогічних наук, доцент кафедри іноземних мов факультету природничо-географічної освіти та екології НПУ імені М.П. Драгоманова

К.М. Павицька - кандидат педагогічних наук, доцент кафедри іноземних мов факультету природничо-географічної освіти та екології НПУ імені М.П. Драгоманова

О.Г. Смольнікова - кандидат педагогічних наук, старший викладач кафедри іноземних мов факультету природничо-географічної освіти та екології НПУ імені М.П. Драгоманова

FLIPPED CLASSROOM AS A LEARNING TECHNOLOGY IN ESP TEACHING

In current studies, dedicated to the issues of didactics within effective arrangement of ESP classes for students majoring in various specialisms, the student-centered approach tends to dominate with the flipped classroom (also known as “inverted classroom” or “flipped learning/flipped teaching”) as one of the most meaningful and important concepts to focus on.

The greater majority of scholars commonly view the flipped classroom as a specific instructional model in which students consider the learning materials before class via instructor-provided video lectures or other pre-class learning content outside the classroom, whereas in-class time is used for student-centered active learning, namely problem solving, collaborative work, laboratory experiments, etc. [1; 3; 4; 6; 9 and oth.]

Disclosing the inner form of the concept, one can presuppose that the flipped classroom approach lies within asking learners to do pre-class preparation and aim at taking the initiative to participate in classroom learning activities. Traditionally they regard the flipped classroom as a two-phase instructional model [4; 8]: 1) a self-directed learning phase (when students interact with teacher -provided learning materials); 2) the phase of active learning experience (occurs during the in-class time). The model under consideration is mostly used to refer to the learners' activities watching authentic recording material at extracurricular time, and doing homework practice in class. The given model provides learners with an opportunity to gain exposure to content prior to class and study at their own pace, avoiding numerous stressful situations in class, focusing on higher-level cognitive activities with active learning and problem-solving involved.

It is worth mentioning that the term itself actually was first used in 2007 by two US teachers of Chemistry John Bergmann and Aaron Sams who aimed at solving the problem of students often being absent and helping them to catch up with the rest of the group [5]. So, the teachers started applying the screen capture software to write PowerPoint presentations and narration for students to download these very materials for further self-studying. The authors of the flipped strategy found the model to have been effective and proceeded to allowing the students to watch the film at home to preview the teaching materials, and then design interactive learning activities (namely, discussion, practice, problem solving and individual guidance to complete the work in the class).

Scholars currently focus upon the following main advantages of the students-centered approach with the flipped classroom method to be used [1, 113; 9, 14; 10, 1502]: 1) an opportunity for the teacher to create authentic mini lectures; 2) personalized approach to each student; 3) increasing the responsibility and autonomy of the learner; 4) increasing the contact time between the teacher and the student; 5) the ability to catch up with the group if they had to miss the classes for this or that reason; 6) more efficient use of time; 7) the ability to concentrate; 8) the increase of creativity and critical thinking of students; 9) improving the atmosphere in the classroom, makes it more welcoming and comfortable; 10) increasing the motivation of students.

That is we can conclude that nowadays technologies in educational sphere are an ever-evolving process and both the students and the instructor can improve the learning and teaching processes by means of using various job-related online materials, such as podcasts, video and other content-based learning options that students can access outside the classroom for them to aim at better learning performance in ESP courses.

Further research can be especially useful in terms of studying the impact of learning effectiveness and students' perspective of applying the flipped classroom approach to teaching ESP in various job-related areas and enhancing the ESP learning process by mapping it to the flipped classroom model.

REFERENCES

1. Alsowat H. (2016). An EFL Flipped Classroom Teaching Model: Effects on English Language Higher-Order Thinking Skills, Student Engagement and Satisfaction. *Journal of Education and Practice*, 7(9), 108-121.
2. Bauer - Ramazani C., Graney J. M., Marshall H. W., Sabieh C. (2016). Flipped Learning in TESOL: Definitions, Approaches, and Implementation. *Tesol Journal*, 7(2), 429-437. doi:10.1002/tesj.250.
3. Bergmann J., Sams A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*: International Society for Technology in Education.
4. Bergmann J., Sams A. (2014). *Flipped learning: Gateway to Student Engagement*. Washington, DC: International Society for Technology in Education.
5. Doman E., Webb M. (2017). The Flipped Experience for Chinese University Students Studying English as a Foreign Language. *TESOL Journal*, 8(1), 102-141. doi:10.1002/tesj.264.
6. Keengwe J., Onchwari G., Oigara J. (2014). *Promoting Active Learning Through the Flipped Classroom Model*. Hershey, PA: IGI Global
7. Nederveld A., Berge Z. L. (2015). Flipped Learning in the Workplace. *Journal of Workplace Learning*, 27(2), 162-172. doi:10.1108/JWL-06-2014-0044.
8. Spino le A. Strategies for Flipping Communicative Language Classes. – Online: http://clear.msu.edu/files/2414/2928/9288/CLEAR_Newsletter_Spring_15_FINAL.pdf
9. Yang C.C.R. (2017). An Investigation of the Use of the 'Flipped Classroom' Pedagogy in Secondary English Language Classrooms. *Journal of Information Technology Education: Innovations in Practice*, 16, 1-20.
10. Zvereva E., Chilingaryan K. Methodology of Flipped Classroom as a Learning Technology in Foreign Language Teaching // *Procedia – Social and Behavioral Sciences* 237 (2017) 1500 – 1504. – Online: www.sciencedirect.com

Larina Tetyana
Nizhyn Gogol State University

FORMATIVE ASSESSMENT IN THE COURSE OF STUDENTS' LANGUAGE COMPETENCE DEVELOPMENT

Methodology of teaching foreign languages has been undergoing great changes lately. We can hardly name the branch, which has not been reformed or rethought. Currently, one of the main issues of methodology courses is how to prepare future teachers for learner-centered teaching, where students are engaged in active learning, their feedback on the success of the performance is collected on the regular basis. Such evidence forms the foundation for adapting teaching to meet learning needs. Such high-order objectives can be met on condition of using formative assessment (later referred to as FA), that is assessment for learning.

Assessment in its broad sense has been practiced in the country for some decades so far, but the emphasis has been laid on assessing the results rather than the process. However, traditional standardized tests turned out to be instructionally insensitive, showing students' status rather than effectiveness or ineffectiveness of the instruction. The challenge the methodology faces today is down to the discrepancy between learner-centered paradigm under which the opportunities to develop the initiative and inquisitive learner are to be created and traditional assessment system where a student remains the object of teacher's control. The processes of developing higher-order thinking in our students, on the one hand, and encouraging his autonomy in learning add to the complexity of the issue in question.

The interest to formative assessment was raised by the researchers Paul Black and Dylan Wiliam, who shared their empirical evidence in this field calling it one of the most powerful educational tool. In his book, *Transformative Assessment* (2008), W James Popham defines