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INNOVATIVE TECHNOLOGIES OF PROFESSIONALLY-ORIENTED FOREIGN LANGUAGE TRAINING IN THE CONTEXT OF FOREIGN EXPERIENCE

Extremely important problem of foreign language training of students in the conditions of social and economic transformation of Ukraine and entry of our state into the world educational space is considered. From a position of modern theoretical and methodological bases the characteristics of influence of innovative pedagogical and information and communication technologies on the efficiency and effectiveness of foreign language training is suggested. It is emphasized that the objective analysis of the best teaching practices of the USA will allow the national pedagogical community to solve organizational, educational and methodical, technological and administrative problems of ICT implementation into the educational process of higher educational institutions effectively. Peculiarities of digital storytelling usage in foreign training in the context of experience of the leading American universities are determined. Special attention is concentrated on the need of comprehension and creative usage of international experience of foreign language training of future professionals in the national educational practice.

Keywords: *innovative educational technology, information and communication technology, the 21st century skills, blended learning, foreign language training, foreign experience.*

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ІННОВАЦІЙНІ ТЕХНОЛОГІЇ ПРОФЕСІЙНО-ОРІЄНТОВАНОЇ ІНШОМОВНОЇ ПІДГОТОВКИ ФАХІВЦІВ У КОНТЕКСТІ ЗАРУБІЖНОГО ДОСВІДУ

Висвітлено надзвичайно нагальну й вагому проблему іношомовної підготовки студентів в умовах соціально-економічної трансформації України та входження нашої держави у світовий освітній простір. З позиції сучасних теоретико-методологічних засад подано всебічну характеристику впливу інноваційних педагогічних та інформаційно-комунікаційних технологій на ефективність та результативність вивчення іноземних мов. Наголошено, що об'єктивний аналіз передового зарубіжного досвіду, зокрема США, дозволить вітчизняній педагогічній спільноті ефективно вирішувати організаційні, навчально-методичні, технологічні та управлінські проблеми впровадження ІКТ у навчальний процес вищих навчальних закладів. Визначено особливості застосування технології інтерактивної цифрової розповіді при вивченні іноземної мови у контексті досвіду провідних американських університетів. Виокремлено низку позитивних моментів щодо застосування технології інтерактивної цифрової розповіді при вивченні іноземної мови у вищій школі (покращення мотивації студентів, підвищення впевненості в оволодінні іноземною мовою, створення ситуації успіху, сприяння глибшому розумінню навчального матеріалу, активізації участі студентів на занятті) із зазначенням низку труднощів щодо застосування інноваційної технології у вітчизняному освітньому просторі. Особливу увагу зосереджено на необхідності осмислення й творчого використання зарубіжного досвіду з іношомовної підготовки майбутніх фахівців у освітній практиці України.

Ключові слова: інноваційні педагогічні технології, інформаційно-комунікаційні технології, ключові компетенції XXI століття, змішані форми навчання, іношомовна підготовка, зарубіжний досвід.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ ИНОЯЗЫЧНОЙ ПОДГОТОВКИ СПЕЦИАЛИСТОВ В КОНТЕКСТЕ ЗАРУБЕЖНОГО ОПЫТА

Освещена чрезвычайно важная проблема иноязычной подготовки студентов в условиях социально-экономической трансформации Украины и вхождения нашего государства в мировое образовательное пространство. С позиции современных теоретико-методологических основ дана характеристика влияния инновационных педагогических и информационно-коммуникационных технологий на эффективность и результативность изучения иностранных языков. Подчеркнуто, что объективный анализ передового опыта США позволит отечественной педагогической общественности эффективно решать организационные, учебно-методические, технологические и управленческие проблемы внедрения ИКТ в учебный процесс высших учебных заведений. Определены особенности применения технологии интерактивного цифрового рассказа при изучении иностранного языка в контексте опыта ведущих американских университетов. Особое внимание сосредоточено на необходимости осмысления и творческого использования зарубежного опыта иноязычной подготовки будущих специалистов в отечественной образовательной практике.

Ключевые слова: инновационные педагогические технологии, информационно-коммуникационные технологии, ключевые компетенции XXI века, смешанные формы обучения, иноязычная подготовка, зарубежный опыт.

In the conditions of the dynamic development of modern information society, accompanied with strengthening of the role of information and knowledge, continuous appearance of innovative information products and expanding range of IT services, formation of the global information space, international community has positioned information and communication technology (ICT) as a powerful tool for balanced economic and social development. All of the above-mentioned determine the need for radical transformation of theoretical, methodological and practical fundamentals for the foreign language training in higher education in order to enhance its technological focus. For Ukraine, which seeks European integration, the priorities of state policy in the development of foreign language education are: individual orientation of higher

education; development of lifelong education and lifelong learning by providing continuity of content and coordination of training activities at different levels of education that operate as an extension of the past and possible future career transition to a higher level; integration of higher education into the international educational space; reservation of human rights for education in the selection of university, forms, modes and levels of obtained higher education and training [3, p. 252].

In the globalized space of higher education, the problem of increasing quality of foreign language training in national higher educational institutions can be resolved through the integration of the best achievements of practice and creative usage of the best examples of international experience, that will result in the significant contribution to the development of national stability and the progress of society. In this regard, special scientific interest is paid to the progressive experience of the US, which is the worldwide leader in the application of innovative pedagogical technology in foreign language training. Its essential analysis will allow the national educational community to address the organizational, teaching, technical and managerial problems of ICT implementation into the educational process of higher educational institutions effectively.

The aim of the article is to clarify the peculiarities of innovative technologies usage in the foreign language training at the leading US universities, analyse interactive methods and suggest their possible implementation into national higher education practice.

During historical development of pedagogy and psychology much attention has been paid to research studies concerning the latest teaching methods and techniques. The works of T. Koval, A. Piechota, A. Pometun, O. Savchenko, L. Tarasenko et al. are dedicated to the introduction of innovative educational technologies. The research of V. Bezpalko, N. Kuzmina, V. Monakhov, G. Selevko et al. are devoted to the development and implementation of educational technologies into the educational process. The studies of V. Bykov, G. Gurevich, N. Morse, Ye. Polat et al. are concentrated on the informatization of education. The problem of activation of foreign language communication skills by using Internet technology is studied by V. Doroshenko, S. Nikolaenko, A. Spivakovsky, A. Tarnopolsky et al. The research of foreign scientists in the field of innovative education (D. Armstrong, D. Kenneth, B. Bowne, M. Kolkins, J. Holt et al.) clearly shows that in the United States both at the state level and the level of every higher educational institution special attention is paid to the issue of innovative student-centered education with peculiar focus on skills and practices that enable lifelong learning and independent problem-solving.

The current state of higher education in the United States, the high level of students' training, the specifics of foreign languages training motivate for relentless search and active usage of innovative educational technologies along with traditional ones in the educational process, namely:

- communication skills training technology aimed at the development of students' communicative competence that is basic and necessary to adapt to modern conditions of intercultural communication;
- differentiated training technology that provides the development of students' cognitive activity with regard to individual abilities, capabilities and interests, encourages students to realize their creative potential;
- modular training technology that predicts the division of course content into autonomous sections (modules), integrated into the general course;
- project technology oriented on modeling of students' social interaction to perform tasks according to their professional training;
- cooperative learning technology that realizes the idea of cooperative and collaborative learning, making students both individually and collectively responsible for solving educational tasks;
- critical thinking technology that optimizes the formation of comprehensively developed personality capable of critical attitude to information, the ability to select information for the suggested task;
- information and communication technology that expands the boundaries of the educational process, increasing its practical focus, intensifying individual work, enhancing cognitive activity.

It should be mentioned that in the basics of study of the problem of implementation of innovative pedagogical technologies into students' foreign language training in the United States is the author's personal contacts with professors of the US universities, recognized as the best universities in the world (according to the 2017 Best Global Universities Ranking), i. e. the University of Oregon, the University of Houston, the University of California, Irvine and Arizona State University, as well as the author's study at the courses of these universities on the problems of educational innovation in the development of new methods of foreign language training and usage of innovative ICT in educational process, such as: "Shaping the Way We Teach

English, 2: Paths to Success in ELT”, “Shaping the Way We Teach English, 1: the Landscape of English Language Teaching at the University of Oregon; “Powerful Tools for Teaching and Learning: Digital Storytelling” at the University of Houston; “Performance Assessment in the Virtual Classroom” at the University of California, Irvine; «Lesson Planning with the ELL in Mind”, 2 specializations (4 courses each) “Certificate TESOL: Teach English Now! Part 1” and “Certificate TESOL: Teach English Now! Part 2” at Arizona State University, confirmed with 13 certificates of honor respectively.

The innovative US experience fairly convinces that ICT transforms modern society into a virtual space where IT enable obtaining of new knowledge by the participants of the educational process, i.e. digital natives. The intensive development of engineering and technology is the key determinant for lifelong learning and finding a new educational paradigm. The system of foreign languages training is undergoing constant changes, as modern life in the information age is characterized by high dynamics and dictates both intense and effective learning pace. The high performance of cloud technology, rapid development of innovative ICT in education can effectively and sufficiently resolve the problem of intensification and individualization of the educational process, where all members receive free access to the world of innovative educational materials and services, the ability to use modern gadgets and professional software. Developed telecommunication infrastructure enables the transition to student-oriented training curricula, implementation of which will be monitored by dynamic individual work calendars. This creates the fundamental prerequisites for the transition to a new model of higher education with personalized system of academic work functioning on the basis of portal technologies [1, p. 3].

At the current stage of theory and methods development of the ICT implementation into foreign language training of students in the United States has shown that the usage of cloud technology contributes to the high level of the mobility of both students and teaching staff. Modeling, imitation and virtual reality, i. e. the foundation of computer games, virtual learning environment and Web 2.0 technology make the study of foreign languages interesting, develop critical and creative thinking skills and skills needed for life and professional development in the information society. In particular, the Web 2.0 technology creates an environment where training occurs through social interaction and communication in the network and provides various forms of engaging students in the learning process: search, review, study, research, knowledge improvement, information exchange. In this regard blended learning, e-learning, mobile learning and lifelong learning become widespread.

The development and/or improvement of special learning spaces (learning space rating system, learning management system, course management system etc.) provide classroom management with new forms of learning, creating a communicative educational space, i.e. a virtual classroom, where every student has access to a range of knowledge and technological capabilities that he can use at his own discretion. The virtual learning environment creates favorable conditions for the on-line courses creating for local and remote applications, providing various learning objectives and styles. The efficiency of the virtual learning environment depends on a consideration of all components: access, delivery rate, resources, assessment, communication and management. The access to educational content at any time and in any place creates conditions for formal and informal learning both in the classroom and outside it, educational programs help students to acquire knowledge at their own pace, outlining individual learning paths. The virtual learning environment supports an exchange of information between a student and a higher educational institution he or she is currently enrolled in through digital mediums like e-mail, chat rooms, Web 2.0 sites or a forum thereby helping convey information to any part of the world with just a single click. Students are able to contact the teaching staff without a face to face visit which saves the on campus time. Students can ask questions about the exams, lab reports, posters, lectures, technical help with downloading materials. The evaluation of the use of Virtual resource room is done by surveys, focus groups and online feedback forms. Students also find the learning materials to be very useful for many different reasons [4, p. 3]. Computer games provide an environment where knowledge is gained through the content of a game, and skills are improved as a result of the game.

The research of educational practice of the leading US universities allowed us to conclude that ICT can be used not only for solving a specific set of tasks in a specific electronic environment, but also for effective organization of foreign language communication. Thus, at the present stage of ICT development as a replacement of a traditional educational story appears its IT counterpart, i.e. digital storytelling, the demand for which among foreign language teachers is growing every day to address a wide range of educational objectives at all levels of education – from primary school to university.

In the US pedagogical practice, a series of research concerning the usage of digital technology in the educational process (H. Barrett, J. Marsh, A. Moody, B. Robin, et al.) and in the study of foreign languages in particular (C. Gregory-Signes, W. Tsou, T. Yoon, et al.) has been conducted. It should be noted that the digital storytelling is the subject of scientific research of the Laboratory of Innovative Technology in Education at the College of Education, the University of Houston. Years of field research conduction, organization of seminars and workshops, training courses for teachers and teaching staff have contributed to the successful defense of PhD theses concerning the issues of implementation of digital storytelling (B. Dogan, A. Nguyen, A. Rudnicki, et al.). Author's personal contacts with the members of the Laboratory of Innovative Technology in Education at the College of Education, the University of Houston, and studying at the course "Powerful Tools for Teaching and Learning: Digital Storytelling" allowed to verify this by personal experience.

Although the digital storytelling is very popular in the world teaching practice for the last two decades, in the national methodology up to now there is no single approach to the definition of the concept and a proper term. Thus, exploring peculiarities of digital storytelling usage as a way of foreign language communication, A. Lohinova notices that such terms as "interactive stories", "digital documentaries", "digital essay", "electronic memories", "computer story", et al. are used in the reference to digital stories [2, p. 806]. In our research we absolutely agree with the definition suggested by B. Robin, i.e. digital storytelling is the practice of combining of a traditional story (lasting from 2 to 5 min.) with different types of multimedia technologies and digital content: graphics, animation, text, audio, video, photos, etc. according to the given topic, i.e. personal narratives, historical documentaries, stories designed to inform or instruct [11, p. 40].

Digital storytelling combines all characteristics that are peculiar to educational technologies, namely: conceptuality, operability, system, management, playback, flexibility [9, p. 220]. To create interactive digital stories more than 50 programs can be used that are user-friendly, accessible and useful for the pedagogical community, for example, ZooBust, StoryBird, UtellStory, ACMI Storyboard Generator, PicLits, the Art of Storytelling, StoryJumper, SlideStory etc.

In the methodology of foreign language training digital storytelling is approached both as a method of teaching and learning [10, p. 431]. Thus, a foreign language teacher uses digital storytelling as a teaching method for: 1) creating situations for students' anticipation of educational material in order to call their interest; 2) presentation of new material; 3) establishing connection between existing knowledge and new material; 4) inclusion of this class in a thematic cycle; 5) creating conditions for discussion of topics suggested in the story; 6) explanation of concepts. According to A. Nguyen, the use of digital stories in foreign languages learning helps students to keep in memory the new information and serves as a support for the perception and understanding of new complex material [8, p. 36].

As a method of learning, digital storytelling serves as a product of students' learning. After watching digital stories, students learn to create their own stories, allowing to call their interest, increase motivation for foreign language learning, promote creativity and communication skills. Also digital storytelling contributes to the development of not only language skills but also general skills: 1) think critically and creatively; 2) set educational tasks and solve them; 3) use hidden possibilities of human mind; 4) work with information using digital technology (not only find, but also create their content); 5) be attentive to details; 6) draw conclusions after reading; 7) select and use the scale correctly; 8) navigate and work with ICT; 9) effectively conduct oral and written communication; 10) work in cooperation; 11) cite sources correctly, draw the links, following the copyright; 12) create project works [10, p. 435].

H. Barrett [5] argues in favour of introducing digital storytelling as part of the ePortfolio for several reasons: a) voice is often missing from electronic portfolios, both literally and rhetorically. A digital story provides that voice: listening to the author, we hear a real person, and get a sense of their unique personality; b) legacy: personal narratives in English leave a legacy of who we are and what we do in the classroom. For example, we can build a digital story of a presentation of a group of students and then use it for analysis in the subject "Second Language Acquisition" at the College of Education at the University of Alaska Anchorage; c) memoirs and biographies are usually narrated in the first person. The student will be practicing self-presentation, which can be useful training for future job-interviews and oral tests; d) reflection on why we do a particular action(s): Why do you want to study English Philology? Why did you participate in the Erasmus Programme and what did you get out of that experience? The students reconsider their own actions at the same time that they use English to tell about experiences that have marked their lives (Why English and not Mathematics?); e) transition, direction and reflection: the students could be asked to read (part of) a literary

work: a poem, a play, or a book and tell us how and why they have been impacted by them. In this case they would put in practice techniques that they are learning through online instruction; f) benchmarking development and change over time: the students could be asked to elaborate an instructional digital story, illustrating some changes in the English Language that could be used for the subject “History of the English Language”; g) artifacts. During collecting images, videos, animations etc. for their digital stories, the students will improve their technological and visual literacy, a first step towards the new education system; h) documentary. Digital stories can be used as a consequent activity after formal instruction on the characteristics of documentaries or any other genre. Students can be asked to choose an event and follow a framework in order to give their personal interpretation of the event itself. They will be contrasting different information sources about the event itself and then give their own point of view; i) record of experience. Our degree includes a practical subject in which students go on a job placement in the real world and do some training with different types of companies and schools etc. Digital storytelling would provide a look inside the workplace and would allow the teacher to grasp what the student has been doing better, the atmosphere, the workplace etc.

It should be noted that digital storytelling helps to solve educational, developmental and pedagogical tasks, and also is a very attractive form of work for modern students who were born in the age of information technology and gladly use it in their training and everyday life. This ensures maximum involvement of students into learning activities with foreign language training. In these conditions, they are not passive listeners, but active participants in the creation of multimedia products. The usage of interactive digital story personalizes training, enabling all stakeholders to express their views by telling one and the same story through the prism of their own philosophy and perception [6, p. 1880].

Digital storytelling allows all the participants of the educational process to achieve almost identical success in cognitive activities, and more fully realize their potential as the technology takes into consideration all kinds of individual learning styles and gives the opportunity for creative self-realization for each student; helps to create a situation of success in foreign language training. Nowadays it is one of the main objectives of foreign language training and a key to successful foreign language learning in the future [7, p. 905].

It is worth mentioning that the technology of digital storytelling provides a strong foundation in many different types of literacy, such as information literacy, visual literacy, technology literacy, and media literacy. These multiple skills aligned with technology as “Twenty-first Century Literacy” can be described as the combination of:

- Digital Literacy – the ability to communicate with an ever-expanding community to discuss issues, gather information, and seek help;
- Global Literacy – the capacity to read, interpret, respond, and contextualize messages from a global perspective;
- Technology Literacy – the ability to use computers and other technology to improve learning, productivity, and performance;
- Visual Literacy – the ability to understand, produce and communicate through visual images;
- Information Literacy – the ability to find, evaluate and synthesize information [9, p. 224].

The need for a technological literacy in the terms of realities of the knowledge society is obvious. In response to the new demands of the information age foreign languages teachers integrate the latest technology into the educational process and academic programs. Unlike a traditional literacy, the 21st century literacy requires that students are to communicate not only with their classmates, work with textbooks and make notes, but also read electronic books, sent and received emails, find and evaluate information from Internet resources, prepare reports using presentation software, communicate with scientists from other countries, local and global community. The technology of interactive digital story allows to combine all the above-mentioned skills harmoniously [9, p. 225].

Thus, in higher educational institutions using digital storytelling in the process of foreign language training has a positive impact on improving students’ motivation, increasing confidence in foreign language learning, creates a situation of success, promotes better understanding of educational material that leads to students’ active participation in classes. However, it is advisable to single out a number of problems concerning the application of this innovative technology, including: lack of previous experience in the use of digital storytelling to teach English as a foreign language; selection of stories with the level of foreign language proficiency and subject of classes; lack of socio-cultural and language skills for creating a story in a foreign language.

The objective analysis of the experience of leading US universities in the aspect of innovative technologies implementation into students’ foreign language training has enabled us to single out the

fundamental trends for the usage of positive ideas of American experience in the national educational space: the introduction of individually-differentiated approach to teaching students by creating appropriate organizational and pedagogical conditions: the presence of elective courses, rich teaching and learning resources, established system of advising students by means of Internet resources for interactive extracurricular interaction between teachers and students in educational programs; the diversification of methods of educational material presentation; the usage of multimedia and online resources, e-learning courses, personal teaching resources; the diversification of methods of students' knowledge assessment through online testing with advanced test systems; the continuous improvement and informatization of foreign language education to ensure flexibility, reflectiveness, availability of foreign language education; the identification of promising trends for the digital competence development of foreign languages teachers.

The progressive US experience has shown that the improvement and expansion of ICT in higher education and the observance of sanitary, ergonomic, aesthetic standards and security requirements are equally important and define the aspects of ICT implementation into foreign language education in the United States. In this process two factors should be taken into account: pedagogical (knowledge and skills of students, forms and training methods, etc.); logistical (space requirements, maintenance, funds for equipment purchase).

Thus, the analysis of the scientific and methodological literature, study of progressive international experience of practicing teachers, as well as summarizing of own experience have helped to investigate the issue of innovative technologies usage in foreign languages training in order to identify their key strengths and weaknesses and the potential ways for their implementation into national educational space. Such peculiar features of foreign language education in the USA as rigorous professionally-oriented education and outcomes-oriented education, comprehensive use of innovative technology, interaction and collaboration with speakers of other languages, focus on language learning strategies, communicative teaching methods and active implementation of other successful methods from foreign experience, integration of language and content learning, strong national policies on language and education, pragmatism, individualism, flexibility, autonomy and modern powerful material and technical base of universities, which make it possible to implement innovative training, cause the usage of problem-based technology, information and communication technology and collaborative learning technology in the foreign language training of specialists in American higher education. It should be noted that the scope of the research does not exhaust all the scientific information considering the usage and application of innovative pedagogical techniques of foreign language training in higher education in the context of global experience and its implementation in Ukraine, and this singles out promising directions for further scientific research.

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