

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ТАВРІЙСЬКИЙ ДЕРЖАВНИЙ АГРОТЕХНОЛОГІЧНИЙ УНІВЕРСИТЕТ
РАДА МОЛОДИХ УЧЕНИХ ТА СТУДЕНТІВ



Матеріали
*V Всеукраїнської науково-практичної
Інтернет-конференції студентів та магістрантів
за підсумками наукових досліджень 2018 року
«ПЕРШІ КРОКИ ДО НАУКИ»*

Мелітополь, 2019 р

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Мелітополь: ТДАТУ, 2019. - Випуск V. - 36 с.

До збірки ввійшли матеріали учасників науково-практичної Інтернет-конференції студентів та магістрантів за підсумками наукових досліджень 2018 року.

Збірник призначений для викладачів, аспірантів, магістрантів, студентів, фахівців, які працюють за даним напрямом.

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Дата підготовки матеріалів: 1 червня 2019 року

Матеріали розміщено на сайтах

<http://www.tsatu.edu.ua/nauka/n/naukovi-vydannja/> ⇒ сторінка наукової роботи ТДАТУ
розділ «Наука» ⇒ «Наукові видання»

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УДК [004.382.7:378.14]=111

A GRAPHICS TABLET AS A TEACHING TOOL

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The article is devoted to the aspects of using of graphics tablets on ESP lessons by students of agrotechnological specialties. The main prerequisites for the implementation of interactive teaching methods are determined. The importance of IC-technologies implementation into the educational process and its significance for raising students' learning and cognitive activity and motivation are highlighted and clarified.

Problem setting. The modern stage in the development of European society, the development of political relations between countries and nations, introduces new requirements for the training of future specialists from different fields. Therefore, graduates of higher education institutions, along with professional competence, must master critical and creative thinking skills, constructive dialogue and interaction skills and the most important – to speak a foreign language fluently. To achieve these results EFL teachers should use different modern techniques and teaching methods, implement interactive technologies and ICT.

Graphics tablet technology is known and widely used in graphics arts and design market segments; unfortunately, it has not yet found widespread recognition as a teaching tool among university teachers.

Analysis of recent research. This issue was considered and deeply investigated by such researchers as N. Talyzina, M. Anisimova, E. Polat, T. Ozroкова, E. Bogacheva, A. Carillo, J. Cejudo, F. Dominguez and others. In their works, they stress on the necessity of IC-technologies implementation into the educational process and their importance in raising students' learning and cognitive activity and motivation.

The main purpose of this article is to provide useful information about main benefits of using graphics tablets by EFL teachers during English language classes at the universities.

Basic material research. It is known that the purpose of the educational process organization is the maximum intensity of each student's work during the entire lesson. The use of multimedia equipment contributes to such intensification of learning activities. In this case, the teacher is able to pay more attention one or more students who show enough high language ability, and the rest of the students will not be overlooked - the reference information will be displayed for them on the screen.

It suggests that in order to conduct the lesson (both lecture and practical), the teacher should have a clear understanding of the didactic possibilities of his or her multimedia equipment and be able to use these modern information technologies in a proper way. Therefore, the lesson should be carefully designed and prepared.

By the means of implementation of this approach we mean different technical complexes which usually consist of computers, multimedia projectors, graphics tablets and other means by which students' learning and cognitive activity at the university is carried out [2, c. 8].

A graphics tablet is an affordable teaching tool that comprises the best features from traditional and modern teaching methods and techniques. It allows developing a progressive, interactive lecture that will be richer in content and more understandable for students. The main feature of the graphics tablet is its versatility; by this, we mean the ability to integrate graphic material such as tables, graphs, colours, etc. into the flow of the teaching process during the lesson.

Graphics tablet technology is rapidly invading the education field. A great amount of lecturers across the world widely use graphics tablets while teaching Engineering, Architecture, Arts and Design. Graphics tablet technology is invading the education field at an increasing pace.

Taking into account the great and serious interest of students in information technologies, it is possible to use work with the tablet as a powerful tool for the development of motivation on the lessons of subjects which are closely connected to their future career and especially foreign languages.

The main aim of a foreign language teaching in higher non-language educational institutions is to prepare specialists with practical knowledge of a foreign language accordingly to their future professional field [4].

Thus, the use of interactive forms of studying during English classes at the agrotechnological university will be effective if the content of the educational process is overlapping with future professional activities of students.

For example, second-year students of the specialty "Agroengineering" while studying English as a language for the special (professional) purpose, at the stage of systematization of acquired knowledge, during the lesson on the topic: "Principles of engine operation", are proposed to explain each cycle of the internal combustion engine's operation. For this task students are divided into four micro-groups. Each micro-group has got a laptop and a graphics tablet with a stylus on the desk. All

students' laptops are connected via a local area network (LAN) to each other and to the main computer. The teacher provides students with the access to the educational materials for the consolidation of the topic and preparing their own projects using graphics tablet technologies.

After working out the given task in a group, the students should finish the drawing and give a brief written description of the cycle. Next, the results should be stored so that the teacher could look them through, check and display them with the help of the projector, giving the students the opportunity to present their projects to others and in such a way to revise what they have learnt.

Using this interactive method, teachers can check the level of students' communication skills, as well as vocabulary on a specific topic.

The main benefits of using graphics tablets for making such kinds of projects for students are:

- The graphics tablet is lightweight and comparable in size to the laptop.
- You can easily draw or edit your project on the tablet by using the stylus.
- With a stylus, you can move your hand and wrist into a natural drawing position [6].
- A USB Graphics Tablet can be used in any application of your choice.

At the same time, it is worth pointing out that teachers also have some opportunities of using graphics tablet technology in the class. Among them:

- This technology allows to prepare the material for lesson in advance, to save it and to add quickly new information and ideas.
- Graphics tablet allows to “mark up” the documents, annotate on images and highlight the most important parts and passages attracting students' attention to the highly complicated concepts and cases [5, c. 103].
- Static lessons become dynamic.
- It encourages greater students' participation allowing them to add new data, images etc, giving teachers the opportunity to work side by side with their students.

Conclusion. In conclusion, we'd like to point out that the introduction of interactive learning technologies into the practice of teaching foreign languages contributes to improving the efficiency of building of students' speech competence of students of non-language specialties of the agrotechnological universities.

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