FORMATION OF THE KEY LANGUAGE COMPETENCE OF FUTURE TEACHERS OF UKRAINIAN LANGUAGE AND LITERATURE BY THE USE OF THE DIGITAL TECHNOLOGY OF MICROLEARNING

Tetiana Simonenko[1], Yuliia Nikitska[2]
Bohdan Khmelnytsky National University, Cherkasy, Ukraine
81 Shevchenko Blvd, Cherkasy, Ukraine
[1]Irinka200888@i.ua, [2]nikitska.y@outlook.com

Abstract: *The article materials are devoted to the current problem in the system of higher education, namely the presentation of the experimental work for the formation of linguistic competence by using the technology of microlearning in the system of preparing for future teachers of Ukrainian language and literature in studying the course "Fundamentals of speech Culture." The scientific studio presents the experience of microlearning students using the capabilities of social networks Facebook and Instagram, as well as experimental data that capture the dynamics of the development of linguistic competence as the key.*

Keywords: higher education, language competence as a key, microlearning, the course "Fundamentals of Speech Culture", future teachers, digital technologies.

INTRODUCTION

Big changes are happening around people today. We observe how the brain of our children is changing, how they perceive and reproduce information, how they select information, how they communicate with each other and the adult world.

The catalyst of the world transformation at the present stage of society development are the modern information technologies. This conclusion was made in 2017 at the World Economic Forum (World Economic Forum Annual Meeting, 17-20 January 2017, Davos-Klosters, Switzerland). A modern system of education should take into account all of these processes of changing and transformation of the world. And in connection with this, at higher education institutions, we must improve as much as possible the system of education. So what skills should help a person in the world of information technologies and globalization? We believe that this can be quality language and communication skills. In our opinion, all

participants of the educational process, teachers and students of different specialties and different programs of education should have the communicative competence at a high level. But this question is more important, definitely, for future teachers. Exactly language teachers take part in very important question − the formation of linguistic personality. One of the criteria of modern language person has literacy as a cross-cutting expertise. We are not talking about the general literacy, which is represented by four activities, namely, speaking, reading, listening and writing. We're talking about the language competence of the future teacher of the Ukrainian language, and it was his literacy level of culture of speech and writing. This level of speech culture of the teacher of Ukrainian language and literature will provide an opportunity for children to learn Ukrainian language norms at a qualitative level. In our study, we focus on the student, who is trained in Ukraine under the "Secondary Education" at the stage of the Bachelor. An approach based on competence, which is determined not only by higher education but also of training throughout their lives ("Council Recommendation on key competences for learning throughout life", 2018), provides clarity and comparability of learning outcomes, acquired competences and skills, and creates a solid foundation for European and global integration. The systematic work of students in the system of the course "Fundamentals of Speech Culture" with elements microlearning technology, as shown by the experimental data, contributes to the dynamics of the development of language competence as a key, and that its presentation directly through the culture of spoken and written word. In this research studio, we have presented a set of measures and surveys element analysis conducted with students who have been trained on the stage of the Bachelor program "Secondary education" during the fifth semester in the system of discipline "Fundamentals of Speech Culture" in the Bohdan Khmelnytsky Cherkasy National University in the Social Communication Institute. The aim of this study is to present the experience in the use of technology microlearning future teachers of Ukrainian language and literature in the system of the course "Fundamentals of Speech Culture" with the use of distance learning elements and modern information technologies, in particular the presentation of the practical component of the training content in the social networks Facebook and Instagram.

1. MICRO-LEARNING IN HIGHER EDUCATION: ESSENCE, CONTENT, PRINCIPLES AND CRITERIA

People began to consume more information content, with small portions. In the formation of the so-called clip thinking can be compensated by shifting the focus from traditional forms to microlearning – when a great course is divided into small pieces, the passage of which takes 5 to 15 minutes. This format is particularly attractive for the Z generation, today's young people in the online space. Social networks have taught them to a combination of visual content and easy game mechanics, and when all this is transferred to the training, information is acquired in better times. In the era of e-learning micr-learning is becoming more popular.

Microlearning − a new educational format that offers to split the process of obtaining knowledge in a short interval training. They can last anywhere from one to five minutes, during which the student receives new information, answers to test questions or repeat the material covered. For example, if we are talking about study language then to replace a 45-minute lessons are coming exhausting traditional short activities that can be suspended and resumed at any time.

As the name implies, microlearning is training in small quantities ("micro"). Microlearning module has a small size, in focus. In most cases, the duration of three to five minutes with short information portions with concentration on a specific topic or task. Microlearning due to its diversity attracts the attention of the student. This "digital" generation has grown up with the Internet, smartphones and tablets. As a result, they want the training to be concise, accessible, instantaneous, topical and, of course, interesting. Due microlearning students no longer have to sit for the long and boring seminars, lectures or presentations. Now they can find the time to train in busy schedule. The human brain is better to absorb and store information in smaller amounts. German researchers reported in 2015 that microlearning improved memorization by 20%. Their study determined that when microlearning students took 28% less time to answer questions. In addition, the scientists found that the human brain cannot concentrate for long periods of time. People have short attention span − just eight seconds. Thus, the study of small amounts in short focused topics is the optimal solution. Micro-learning breaks the huge piles of data into separate pieces. Therefore, students easily grasp the information that they can apply immediately. In the mobile world of employment schedule becomes more dense, and people want to learn on demand, quickly getting effective information when they need it. They want to study anywhere, anytime. This may be a smartphone, or any other portable device, where they can find free time such as infographics. Therefore micro-learning with its concise and relevant content is ideally suited for mobile learning. Students can use it at your own place, when they are ready. Also get timely access to relevant, targeted information, students can quickly get what they need. Therefore, they can quickly solve problems that do not require urgent or fill gaps in knowledge. But at the same time microlearning has several disadvantages. Obvious advantages micro-learning in higher and continuing education.

1. Concentration of attention. Numerous studies suggest that the main problem of the younger generation distracted attention. The average time during which the current students can stay focused on one task, is only a few minutes, after which their brain starts looking for a new object.

2. Availability. A new form of training involves replacing traditional teachers of computer training systems. Special program on your smartphone or laptop to read you new material, check to assimilate and take the exam. This makes learning more accessible, cheaper and quality.

3. Mobility. Now, during the training, you will not be tied to one place. To pass the course it is not necessary to be present in the audience or even be physically present in a particular place. You can travel, work, get sick, and at the same time receive a quality education.

4. Modularity and flexibility. Micro-learning involves obtaining knowledge in the form of small blocks, each of which can be easily changed, rearranged or eliminated altogether. Thus, the course becomes more flexible and the information – more urgent.

5. Microlearning obvious flaws. Micro-learning designed for easily digestible micro themes and objectives. It is aimed at fast and efficient online training, taking into account the busy schedule. For this reason, it is not the best choice for complex tasks or skills. A more thorough job requires more time and effort to master. It can not be understood in just three to five minutes. However, micro-learning can be used as additional resources for full courses and disciplines. Short modules can increase the value of the course, reinforce the key ideas and important points. For example, a student can view the three-minute video or a short presentation for the rapid updating of knowledge. Microlearning not suitable for more advanced topics with various stages, skills and objectives. It is for this reason micro-learning becomes less effective when it comes to long-term goals, where students should go deeper into the subject. Therefore, simple tasks or individual skills are embedded in a complex process. You can combine microlearning, through repetition interval and practice as part of a broader course, to enhance long-term learning. Do I have to follow the trend micro-learning? Yes, microlearning is ideal for the modern mobile learning and busy schedules of the world. It gives a brief, accessible and relevant information at the right time. But it is important to limit its use where it is less effective.

2. MICROLEARNING AS AN EFFECTIVE TECHNOLOGY FOR THE DEVELOPMENT OF LANGUAGE COMPETENCE OF FUTURE LANGUAGE TEACHERS

The curriculum in the direction of "Secondary education" is a place where you can organize the work and develop the linguistic competence as a key, namely one of its components – the culture of speech. The traditional approach to the organization of education and the use of the audiences of higher education, and only those audiences – to master the language competence at the highest level – is not the only or best option. In fact, work on these skills requires a lot of time, individual and team work, personalization, so the work requires a different structure: e-learning, combined with distance learning, as well as in combination with the traditional. Within the learning management system using technologies microlearning students are placed in a half-controlled environment, where restrictions are looser than in the auditorium of the University. With distance

learning and working with the course content, which is presented in social networks, particularly Facebook and Instagram, you can erase the three limitations to the audience: time, content and degree of personalization. All these elements are completely interrelated. More time allows you to perform more complex tasks, and perform a larger or more complex content. For example, if we talk about the development of speech culture of future teachers, is to possess such competence of the future teacher is necessary to make a systematic analysis, synthesis, which requires much more time than that is limited in terms of the training and specific audience and is tied to the training time.

More time also gives more autonomy when dealing with complex content and the choice of tools to solve problems. If we take the example of "the use of information", depending on the complexity, at first it may take a long time, if students do not have information technology time, interest is to keep their self-contained, one-on-one on the task and allow them to experiment in different ways to search for information and use it constructively and effectively. In this case, distance learning greatly increases the quality of the product, as a student – the future teacher is not afraid to deal with the task within a certain time. The student does not feel at the time of their search restrictions. Having more time also allows students to solve more complex problems and make them more interesting. The use of distance learning in the development of language competence as a key with the elements micro-learning technology allows students to make the most of information and communication technologies. But micro-learning involves joint activities of the teacher and the student: analysis, comparison, control, creating a new product, and so on. In this case, it may already own program microlearning or own digital content, which is displayed by means of modern information technology, for example, in popular social networks or online channels. But microlearning involves joint activities of the teacher and the student: analysis, comparison, control, creating a new product, and so on. In this case, it may already own program microlearning or own digital content, which is displayed by means of modern information technology, for example, in popular social networks or online channels. But microlearning involves joint activities of the teacher and the student: analysis, comparison, control, creating a new product, and so on. In this case, it may already own program micro-learning or own digital content, which is displayed by means of modern information technology, for example, in popular social networks or online channels.

3. EXPERIENCE IN DEVELOPING LANGUAGE COMPETENCE AS A KEY LANGUAGE FOR FUTURE LANGUAGE TEACHERS IN THE PROCESS OF IMPLEMENTING MICROLEARNING TECHNOLOGY

Cherkasy National University named after Bohdan Khmelnytsky prepares students with a degree in "Secondary Education", Bachelor's and Master's level. But in this

article we offer experience in the formation of language competence as a key future teachers-language and literature at the stage of the Bachelor, namely during the third year of the Bachelor program. The formation of linguistic competence of future teachers directed all language courses program, in particular the fundamental aspects of the discipline "Modern Ukrainian language", applied discipline "Methods of teaching." In addition, the formation of linguistic competence as a key – this is the main objective of the course "Fundamentals of speech Culture ", which is taught in semesters 5 and 6, the number of hours: 18 hours of lectures and 36 hours of practical training. But for just this time it is impossible to ensure the development of the necessary skills for culture of speech. Therefore, this course we connected remote digital learning module – microlearning, which is offered to students in the form of content in social networks Instagram and Facebook in several micromodules "Language ecology'', "Microlearning language". Content module microlearning for the development of Ukrainian culture of speech can be found on the personal page of the teacher – Professor Tatyana Simonenko in Instagram and Facebook.

Microlearning was independent and was not included in the basic training module. The experiment lasted for one year of study. We used in the experiment 56 students of the Bachelor of two national universities in Ukraine: Cherkasy National University (34 students); Kherson State University (22 students). Experimental group – students of the Cherkassy National University. Students of the experimental and control groups at the same time during the year of study of the course "Fundamentals of speech Culture." This is the main course of the program. However, students of the Cherkassy National we offered microlearning module, which the content was presented in Instagram and Facebook, it is constantly updated, proposing new tasks and new high-quality information. In Instagram visual content distributed as a supplement of the text (80 words) in the MDM proposed rules of writing, the lexical meaning of the word and life example, when and in what situation using words.

Content developers have the authors of this article (Professor Tetiana Simonenko and Associate Professor Yuliia Nikitska). During the year, the students were asked more than 200 microtreatments that were focused on the development of future teachers-language and literature Ukrainian culture of speech (aspects orthoepy, spelling, vocabulary, grammar). The students in the experimental group (34 people) had no time restrictions on memorization, at Making a microtreatments this or that, but it is worth noting that the knowledge of quality control was carried out by an independent module twice during the year. According to the main discipline – "Fundamentals of speech Culture" 2 times during the year in Cherkasy National University and Kherson State University. The content was a progressive level of difficulty, but it was not coordinated with the tasks they received while working in the classroom: the module has been completely independent. The observed period of activity during which we present here some of the results and comments, was

from September 2018 to June 2019. Basic skills of speech culture in which we focused, were:

- About spelling figure of speech;

- About pronouncing figure of speech;

- Lexical figure of speech;

- Grammatical figure of speech.

During the year we held several microtrainings on materials that were presented on Instagram and Facebook. Students paid more attention and interest to the presentation of the educational of the educational material on Instagram. One of the microtrainings for the training module lasted 3 sessions of 4 hours. Tasks were interactive, aroused interest in editing tasks. Quality control of knowledge was carried out in the form of text editing and tests.

4. EXPERIMENTAL RESULTS

4.1. Researchers estimate micro-learning use technology in the development of language competence as a key future teachers-language and literature

Table 1, figures 1, 2 below presents our assessment of skills needs within one year of study at the Bachelor program. We were given assignments to students who have been focused on the development of speech; In particular, priority was effective text as a product of the activity. First, the texts were not effective enough, and rightly so, as the students were beginners. Of course, these figures are quite subjective, but they have to show the importance of each skill. Table 1 shows that in the process of distance learning, we have paid great attention to the quality of the text, many of the tasks focused on transformation, addition, reduction, editing, analyzing the problem of communicative situations. Some of the exercises were with spaces that are needed to complete the dictionary, some require short written answers, and other – questions with multiple choice answers. Of course there were problems that required the student's creativity. The types of jobs on which the actions were different: images, texts, microprinting.

The instrument for measuring student competence in our experiment was as separate phrases and a whole text. Students in the process of experimental work were offered various options for editing, as well as the option of editing the text. For example (we offer in the original language: Ukrainian): на протязі дня – протягом дня, підніміть руку – піднесіть руку, розкрийте зошити – розгорніть зошити, слідуюча зупинка – наступна зупинка. These and other phrases were entered into the text for editing. It was the text that was the tool that made it possible to measure the lexical image of speech, grammatical, spelling, pronouncing.

Work on the formation of linguistic competence as a key in the module's system microlearning (index from 1 to 5)

| Competence	Bohdan Khmelnytsky National University at Cherkasy (34 students)		State University at Kherson (22 students)	
	Experimentally group		Control group	
	The First control	The second control	The First control	The second control
About spelling figure of speech	3.8	4.7	four	4.2
About pronouncing figure of speech	3	4.6	3.2	3.6
Lexical figure of speech	four	4.8	3	3.9
Grammatical figure of speech	3.5	4.6	3.7	4.1

Source: Own work
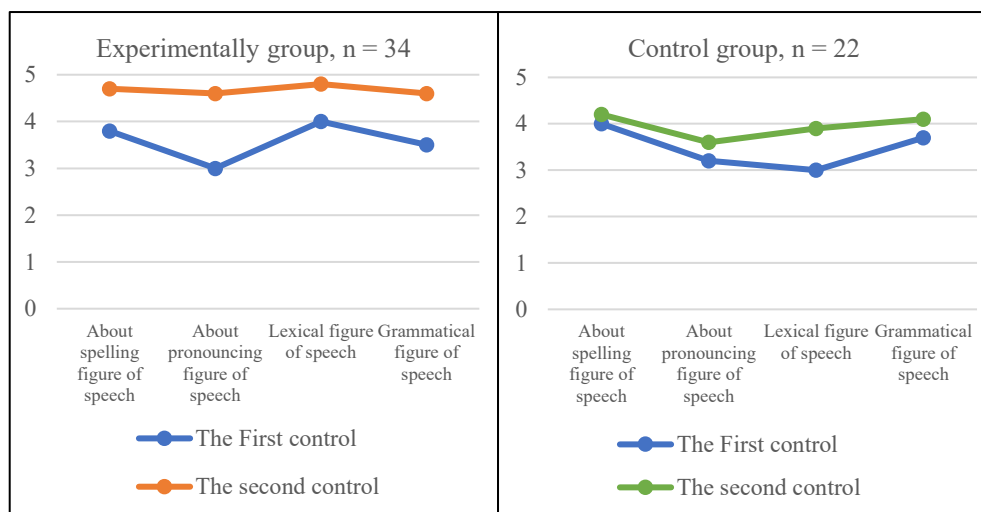
Figure 1. **Work on the formation of linguistic competence as a key in the module's system microlearning (index from 1 to 5)**
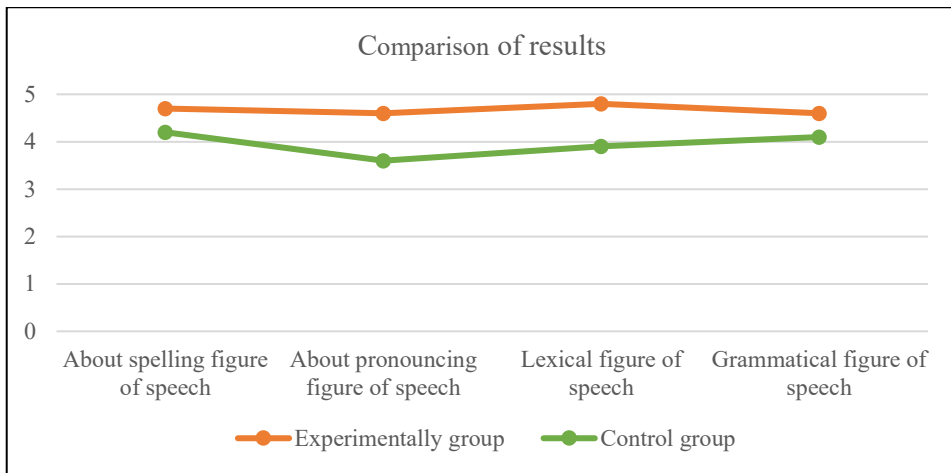*Source: Own work*

Figure 2. **Work on the formation of linguistic competence as a key in the module's system microlearning**
Source: Own work

Thus from the proposed table, we see that those students, who along with the main course was proposed micro-learning throughout the year with a serious content in the form of more than 200 tasks, and which was presented in social networks Instagram and Facebook, with which can work at any time, without being attached to the time at the university and to the specific time allocated to the study of language standards of classroom time, the students in the experimental group coped with the final control works much better. This is evidenced by the experimental data that we were able to fix after we analyzed the test papers (the first test at the beginning of training and the second test at the end of training) in the experimental and control groups.

4.2. The evaluation of the students and the learning outcomes for the development of speech technologies with microlearning

At the end of the year the students of the Cherkasy National University, that have students in the experimental group, we proposed to evaluate the work of formation of skills of speech and noted how microlearning content that is offered in social networks, as well as additional intermediate tasks and forms of control have helped them to achieve the goal of education and in the acquisition of specific language competences: spelling, pronouncing, lexical and grammatical.

Table 2, we offer data on the basis of the survey of students experimental group (34 students), which assessed the degree of importance in the acquisition of knowledge is microlearning content. We asked students how they assess the dynamics of its own competence is based on the traditional teaching in the system of the course "Fundamentals of speech Culture" and the work of an independent unit – content microlearning.

Table 2.

Importance microlearning technology to improve language proficiency as a key-score students (from 1 to 4) n = 34

Skills	1	2	3	4	Average
Spelling figure of speech	1	0	4	29	**3.7**
Pronouncing figure of speech	3	3	2	26	**3.5**
Lexical figure of speech	0	2	1	31	**3.8**
Grammatical figure of speech	1	1	3	29	**3.7**

Source: Own work

As you can see from the table, the students highly appreciated the importance in achieving the goal, there are about acquiring the competencies of culture of speech as a component of the common language as a key competence is developed content and organization microlearning. Students in the course of the conversation referred to a lot of the benefits of such training is: accessibility to digital resources anytime, convenient content presentation, that is, his "package", it is important that the content is presented in the form of microtexts. That is, as the experimental group, students say, you can quickly memorize information. One important point – this is a very convenient search for this information, because it is always at hand is one of the gadgets. Another positive aspect – the degree of confidence. Contents filled by specialists, in this case – the authors of this publication, which are specialists in the theory and practice of teaching.

CONCLUSION

The presented results encourage us to think that microlearning – is one of the most effective digital technologies that can be used as a supplement to the basic fundamental course. We believe that microlearning allows students to be more confident in the changing and transforming digital world, to be more in demand on the labor market and be more successful. We believe that for achieving these aims is the effective and constructive distance learning technology. This is confirmed by the results of experimental work. It is important to understand that microlearning as digital learning component – is a way of learning, rather than the type of learning. Microlearning – is a method which provide possibility for learning at that place where student is located. In this aspect experimental data confirms his effectivity during the process of development the speech culture as the component of the general linguistic competence of future language teacher.

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