



UDK 821.111

RESEARCH ON SMART EDUCATION ДОСЛІДЖЕННЯ СМАРТ-ОСВІТИ

Chaikovska O.V.*PhD in Philological Sciences, Associate Professor**ORCID 0000-0001-9161-4574**State Agrarian and Engineering University in Podilya**Kamianets-Podilskyi, Shevchenko, 13, 32316***Чайковська О.В.***кандидат філологічних наук, доцент**ORCID: 0000-0001-9161-4574**Подільський державний аграрно-технічний університет**Кам'янець-Подільський, вул. Шевченка, 13, 32316*

Abstract. *The present paper aims at determining the main characteristics of lexical approach to foreign language learning. Literature review showed that smart education is an effective, self-directed, motivated, adaptive, resource-enriched, and technology-embedded type of learning. The devices, platforms and apps that make smart education possible are examined in the paper. It has been found that the main challenges for educational establishments deal with the quality of teachers' digital competencies, skills and designing smart course-book.*

Keywords: *smart education, devices, platforms, challenges, technology*

Introduction

The creation of an effective technology for foreign language teaching has always been the most urgent task for foreign language teachers around the world, who offer new methods to educational service market in response to the dissatisfaction of the mass consumer with the low efficiency of learning technologies. Effective technology in the broad sense is the rapid assimilation of basic lexical and grammatical material, which ensures the success of foreign language communication.

In the late 1970s, functional and communicative approaches became relevant in the teaching methodology, which also affected EFL teaching. There is a need to teach the vocabulary as the basic strategy to meet the needs of certain groups of students.

According to O. L. Svirina "a foreign language as a subject requires both a significant number of study hours and independent practice to develop foreign language skills and abilities, which postpones obtaining the desired result for a long time". In practice, the foreign language is taught about 12 ECTS per 8 semesters (120 hours for in-class studying and 240 hours for individual learning or self-study) in non-linguistic universities. 14 hours a semester (7 periods) is not enough to master the foreign language and prepare for general Master student exam at the level of humanitarian students.

Lately, the lexical approach developed by Michael Lewis gained popularity with foreign language learners. The researcher states that "language consists of grammaticalized lexis, not lexicalized grammar". The compatibility of words should become the organizing principle of building courses for teaching a second language; training focuses on the task and process rather than the workout and the product, the method rejects the former leading paradigm "introduction - training - reproduction", instead of which a different one is proposed - "observation - construction of a



hypothesis - experiment" [3, pp. VI-VII]. The aim of the present study is to examine the benefits of learning vocabulary with the help of lexical chunks.

Research results

Lewis suggests that native speakers use a huge number of combinations of words that all language learners need to know, otherwise their speech will not be fluent and natural. Fluency is not the result of knowledge of grammatical rules and lists of words, but the ability to use clichés and established expressions in speech, which are the building blocks from which we can quickly build a statement. In speech, we often operate not with individual words, but with whole phrases. It is vocabulary that plays a decisive role in conveying meaning, grammar performs an auxiliary role. Lexical approach is based on the following principles:

- 1) Grammatical mastery is not a requirement for effective communication.
- 2) Any meaning-centered syllabus should be organized around lexis rather than grammar.
- 3) Fluency does not depend on a set of generative grammar rules and a separate store of isolated words but on the ability to rapidly access these chunks. These chunks occupy a crucial role in facilitating language production and are the key to fluency.
- 4) The approach highlights the importance of non-correction, student autonomy, real tasks, the emphasis on fluency, not accuracy; and greatly increased attention to receptive skills.
- 5) A central element of language teaching is raising students' awareness of and developing their ability to 'chunk' language successfully.
- 6) The Present-Practice-Produce paradigm is rejected, in favour of a paradigm based on the Observe- Hypothesize -Experiment cycle.
- 7) Grammatical errors are natural to the learning process. Grammar errors that do not impede communication should be given less focus when we correct our students.
- 8) Language should be recycled over and over. Only through meeting vocabulary items and grammatical structures often will students master them.

Michael Lewis (1993:92-95) classified the lexical chunks into four different basic types. They are:

- Poly words is identified as extension of words, which is composed of more than one word. And it is often considered to be the essential vocabulary for learners to acquire. The examples of polywords are as follows: as soon as, on the one hand, talk about, after all, grow up and so on

- Collocation refers to pairs of words that frequently co-occur with each other. These frequent associations merge into habitual connection and sometimes they are in a fixed order: fixed order: knife and fork, bread and butter verb+noun: play the basketball, shake hands, catch a cold adjective+noun: bright red, splendid future

- Institutionalized utterances: Chunks that are called whole units and conventionalized in the language. They tend to express pragmatic rather than referential meaning. The chunks may be full sentences, usable with no variation but always with instantly identifiable pragmatic meaning: accepting: I'd be delighted to offering: can I give you a hand supposing: If I were you...



- Sentence frames and heads serve as the framework builder of the whole sentences. Frames and heads: It is suggested that..., The fact is..., My point is that... composition frames: This paper concentrates on..., firstly, secondly..., finally...

Research in the field of cognitive linguistics confirms that there is a good psycholinguistic basis for believing that the mind stores and processes these chunks as individual wholes. It can store vast amounts of knowledge in long-term memory, but is only able to process small amounts of it in realtime, such as when one is speaking [Schmitt, 400].

According to O. Prokofeva lexical approach strategy "Observe-hypothesize-Experiment" includes a three-stage work with the text (headlines of articles in newspapers, magazines, initial columns of articles and articles themselves from authentic sources):

- Observation includes examining the title to foresee the type of vocabulary the students are going to deal with. Then the students have to highlight the whole combination. Performing such a task, students acquire the skills of horizontal (syntagmatic) perception of the text, which helps them to master the technique of successfully dividing the sentence into parts containing the chunks. Awareness (understanding) of the sentence also occurs in parts, and even without deep analysis, the structure of the sentence and in the future - the text becomes visible.

- At the "Hypothesis" stage, the students having identified the chunks, analyze their structure (parts of speech), word formation, try to foresee the possible meaning, put forward the assumptions about possible usage of chunks in speech and make attempts to derive patterns (generalizations) regarding their use. The obtained chunks are recorded in various ways (tables, schemes: Be + Adj + Prep + N, Verb + Prep + N), depending on the level of language proficiency. O. Prokofeva suggests that "an effective way to fix and compile a chunk or collations is "semantic matrices" (Grids), where both correct collations from the text and possible erroneous ones are entered. The correct combinations are highlighted with a tick. For example, in accordance with the task, it is necessary to make all possible collocations with words (V + N). Such matrices are useful both to illustrate possible synonyms or words of similar meaning for a given colloquial, and to indicate the difference between a native and foreign language.

- At the stage "Experiment" a range of practical activities should be done: matching, gap filling, and dictations. Another type of exercises deals with synonyms, antonyms, for example, choosing a synonym according to the context, paraphrase using a word with a similar/opposite meaning, identifying the features of official and colloquial styles, formal and informal equivalents of lexical units.

Conclusions

A significant part of the work with vocabulary should be devoted to a conscious analysis of its functioning in the language, the so-called awareness raising. The need to draw students' attention to language forms and work with them is emphasized by many modern foreign researchers. The same can be said about vocabulary: it is internalized as a result of conscious manipulation of lexical units and their combinations.

Critics of the lexical approach point out its disadvantages. They emphasize the



fact that, the stable phrases used by native speakers in oral speech are numerous, there are so many of them that even a small part of them cannot be learned within the framework of a foreign language course.

Secondly, during the foreign language course, it is impossible to focus only on vocabulary and ignore other aspects of the language. However, it is our belief that the use of elements of a lexical approach in language teaching and compiling educational materials enriches teaching practice and makes it more effective.

References:

1. Lewis M. Teaching Collocation. Further Developments in the Lexical Approach. Hove, 2001. - 245p.
2. Schmitt N. Key Concepts in ELT: Lexical Chunks // *ELT Journal*, 2000. - № 54 (4). P. 400—401.
3. Камянова Т. Г. Успешный английский. Системный подход к изучению английского языка. М.: Эксмо, 2017. С. 233—234.
4. Прокофьева О.Г. О применении лексического подхода при обучении английскому языку // *Вектор лингвистической науки* 2017. - №11. – С.112-116.
5. Свирина О. Л. Об обучении английским лексическим блокам // *Филология и культура*. — 2012. — № 3 (29). — С. 282—285.
6. Chaikovska O. Podcasts in teaching ESL. *Scientific Herald of the Institute of Vocational Education and Training of the National Academy of Pedagogical Sciences*, 2018. – Вып.16, С. 142-146. DOI: <https://doi.org/10.32835/2223-5752.2018.16.142-146>
7. Chaikovska O. Вплив подкастів, створених за допомогою AUDACITY, на вдосконалення граматичних навичок. *Електронне наукове фахове видання “Відкрите освітнє Е-середовище сучасного університету”*, 2020. – Вып. 8, С. 1-7. DOI: <https://doi.org/10.28925/2414-0325.2020.8.1>
8. Hwang. Definition, framework and research issues of smart learning environments-a context-aware ubiquitous learning perspective. *Hwang // Smart Learning Environments*, 2014. – Вып. 1(1), С. 1–14.
9. Kim J.Y., Cho B.G., Lee. Evolution to smart learning in public education: a case study of Korean public education, in *Open and Social Technologies for Networked Learning*, ed. by L. Tobias, R. Mikko, L. Mart, T. Arthur (Berlin Heidelberg, Springer, 2013), pp.170–178
10. MEST: Ministry of Education, Science and Technology of the Republic of Korea, Smart education promotion strategy, President’s Council on National ICT Strategies (2011)
11. Scott R., Benlamri. Context-aware services for smart learning spaces. *Learning Technologies, IEEE Transactions*, 2010. – Вып. 3(3), С.214–227.
12. Shoikova E., Nikolov R., Kovatcheva E. Conceptualising of Smart Education. *Scientific journal “Electrotechnika and Electronica” (E+E)*, 2017. – Вып. 3-4, p. 29-37.
13. Zhu ZT., Yu MH., Riezebos, P. A. The research framework of smart education. *Smart Learn. Environ*, 2016. – Вып. 3(4). <https://doi.org/10.1186/s40561-016-0026-2>



14. Герасименко Т.Л. Smart-технологии (вебинар и социальные сети) в преподавании иностранного языка в неязыковом вузе / Т.Л. Герасименко, И.В. Грубин, Т.М. Гулая, О.Н. Жидкова, С.А. Романова // Экономика, статистика и информатика. Вестник УМО. – М.: Изд-во ФГБОУ ВО «РЭУ им. Г.В. Плеханова», 2012. – № 5. - С. 9 – 12.

15. Молчанов А.С. Смарт-университет как клиенто-ориентированная модель университета. URL: <https://www.slideshare.net/alexmolchanow/ss-35120636> (дата звернення: 05.10.2019)

16. Семеніхіна О. В. Нові парадигми у сфері освіти в умовах переходу до SMART- суспільства // Вісник Сумського державного педагогічного університету ім. А. С. Макаренка, 2015 - №5. – С. 34-44

17. Степаненко Е., Zelikovska О. Smart-технологии в преподавании иностранного языка в профессиональной сфере, 2017. - №5. С. 186-193.

18. Тихомиров В.П. Smart Education: новый подход к развитию образования [Электронный ресурс] // В. П. Тихомиров, Н. В. Тихомирова. – Режим доступа: <http://www.elearningpro.ru/forum/topics/Smart Education>.

***Анотація.** Дана стаття спрямована на визначення основних характеристик smart освіти. Аналіз літератури дає нам право говорити про те, що smart освіта є ефективною, мотивованою, адаптивною, збагаченою ресурсами та сучасними навчальними технологіями. Комп'ютери, смартфони, платформи та додатки, які роблять розумну освіту можливою, розглядаються у роботі. Встановлено, що основними викликами для навчальних закладів є якість цифрових компетенцій вчителів, навички та розробка смарт-підручників.*

***Ключові слова:** розумна освіта, пристрої, платформи, виклики, технології*