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DEVELOPMENT OF FRENCH-LANGUAGE MULTIMEDIA PRESENTATION ESSAY USING WEB-GALLERY

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Abstract: The publication is devoted to the results of the mastering Supplementary Vocational Training Program for Continuing Professional Development by the teachers of Moscow schools. It describes how to work with

fairy tales' multimedia and web-galleries. It also contains an example how to structure and integrate multimedia presentation essays into «Moscow e-school» platform.

Keywords: supplementary vocational training program, «Moscow e-school», electronic educational materials, multimedia presentation essay, Web Gallery, fairy tales by Charles Perrault

1. Introduction

The application of online and offline technologies in professional activities of teachers as a tool for development of multimedia presentation essays (MPE) and interactive exercises, thematic knowledge monitoring of students learning in the classroom and remotely is a prerequisite for innovative educational policy implementation. Nowadays every secondary school teacher must work on the citywide Internet resource on daily basis, and teachers giving humanities courses, foreign language courses in particular, are active users of the platform and creators of electronic educational materials (EEM).

In this regard, there was a need for methodological and technological advice and guidance, improvement of ICT competency of teachers, and in the academic year 2017-2018, the system of supplementary vocational trainings (SVT) for teaching staff faced some changes primarily related to potential students – teachers of Moscow schools, as well as to authors of staff development training programs and heads of educational institutions of SVT system. In general, there has been a trend towards development and implementation of practice-oriented supplementary vocational programs (SVP) implying availability of students' copyright educational products applicable in everyday educational activities upon completion of a refresher course.

The Moscow Government Project Moscow e-school («MESH») aimed at the «best possible use of school capacity to improve the quality of education for students by connecting organizational and substantive aspects of the educational process» (Moscow e-school, 2017: 1), is effective from September 1, 2016 in pilot schools of Moscow, and starting from 2017, all teachers

and students of all Moscow schools must work on the portal. In accordance with the State Initiative, City Methodological Center of the Moscow Department of Education (SBEI City Methodological Center, 2018) arranging consulting meetings for teachers and heads of staff development programs on the issues related to work on «MESH» platform is in charge of organization and performance of educational activities in the system of supplementary vocational trainings.

Upon instructions from the Department, educational organizations in Moscow and federal and city universities developed and implemented SVP for teachers of Moscow schools, learning of which in a relatively short period will allow students to master the key techniques and practices for working on the «MESH» platform, as well as harness didactic mechanisms and technologies for creation of multimedia presentation essays, interactive exercises, educational databases and electronic tutorials.

2. Objectives/Purpose of the study

Review of the possible use of Web Gallery when creating a multimedia presentation essay as an electronic educational material to be integrated on the MESH platform. Analysis of MPE structure and types of educational activities in «Literature reading».

3. Methodology and sub headings

The methodology of the study comprises conceptual approach, development of a set of key provisions for methodology for creating multimedia presentation essays, as well as evaluation of effective mastering SVTP for CPD by foreign language teachers when working with Web-Galleries.

3.1. Terminology.

3.2. Implementation of «Multimedia scenarios and interactive exercises: structuring, electronic support and placing on the "MESH" platform» program (SVTP for CPD).

3.3. Key provisions of the «Primary School of XXI century» project.

4.1. Description of the set of presentation essays on Charles Perrault's fairy-tales.

4.2. Use of web galleries for education.

5.1. Fairy tale as narrative reading.

5.2. Conclusion

3.1. Terminology

Multimedia is a training tool that includes «various types of information in the form of texts, audio, video, and animation elements», and «multimedia is used for interactive cooperation with the students». We single out the third type of multimedia – «multimedia presentation systems that allow a teacher to independently prepare training materials for demonstration» (Azimov, E.G., Shchukin, A.N., 2009: 149).

The «MESH» platform where EEM developed by teachers are placed is an electronic resource of a new generation, it is a «project for teachers, children and their parents aimed to create a high-tech educational environment in Moscow schools. Its main goal is the best use of up-to-date IT infrastructure to improve the quality of school education. The main feature of «MESH» is the interactive accessible via Internet resources content: state-of-art software for teachers, students and their parents, \diamond an extensive library of electronic materials that contains not only textbooks and manuals on all subjects but also ready-made lesson scripts, tests on the subjects, as well as separate elements for creating lesson scripts» (Moscow e-school, 2017: 1).

Let's define what in the context of this publication «multimedia presentation essay» («MPE») means. First of all, this is the literary genre of a small prose essay with free composition; in its turn, as a way of information presentation, MPE is a tool for communication of information in a form convenient for the recipient; Finally, in terms of MPE format, a set of slides and special effects (slide shows), textual content of the presentation, notes of

the speaker, as well as handouts for the audience stored in one file.

3.2. Implementation of «Multimedia scenarios and interactive exercises: structuring, electronic support and placing on the "MESH" platform» program (SVTP for CPD)

In the academic year 2018-2019, the Institute of Supplementary Education (ISE) of the Russian State University for the Humanities («RSUH») (ISE RSUH, 2018: 1) is implementing the supplementary vocational training program for continuous professional development (SVTP for CPD) «Multimedia scenarios and interactive exercises: structuring, electronic support and placing on the "MESH" platform» (Guseva, A.H., 2018: 4). Let's give the brief characteristics of the specified SVTP for CPD. The infrastructure of the «MESH» platform combines «traditional education and new technologies: logbook and gradebook, online library of textbooks, lesson scenarios, multimedia presentation essays (MPE), interactive exercises, virtual laboratories and others» (Moscow e-school, 2017: 2). Namely, the development of multimedia presentation essays and lesson scenarios as well as replenishment of the online library of didactic materials is the subject of this program aimed to form and improve students' competencies necessary to create a concept, develop in practice and integrate multimedia lesson scripting (MLS) and MPE into «MESH» using didactic-technological maps.

The main training objectives of this SVTP for CPD are to «introduce the infrastructure of "MESH" platform, to determine the typology and the required amount of MLS based on the subject taught; to foster competence on development of presentation essays as a mandatory element of the "MESH" platform based on didactic-technological maps; to teach how to effectively search and correctly select didactic and scientific material on the Internet for its further integration into MLS; to foster the competence on creation of interactive (trial and creative) tests (ITCT) with the function of automatic assessment, adaptation and optimization of ready-made solutions of the "MESH" platform; to develop the

competence on arrangement of extracurricular work with students online and offline during the ongoing and intermediate (modular) thematic assessment (remotely); to foster the competence on integration of practice to do online and offline the developed ITCT complexes hosted on the "MESH" platform into the classroom and extracurricular educational process» (Guseva, A.H., 2018: 3-4).

3.3. Key provisions of the «Primary School of XXI century» project

In the spring semester of the school year 2017-2018, this SVTP for CPD was mastered by 36 teachers of Moscow schools, among them 14 foreign language teachers. In classroom trainings on this SVTP for CPD, French teachers developed multimedia presentation essays on the fairytales by Charles Perrault in the «Literature Reading» course being one of the main components of the «Primary School of the 21st Century» (FSES of the Second Generation) set. In accordance with the concept of the program, the poems and prose works of Russian and foreign writers are part of the reading range of elementary school pupils.

The format of MPE on educational material using for reading and discussion in the classroom promotes for creative perception of a literary work: «<>learning a piece of one and the same genre and works of one and the same author (text composition, language of a work, depiction of characters); comparison of characters of different works, analysis of their actions, characteristics of characters; determination of time and place of events, outline of landscape description and hero portrait; reveal of the author's position and shaping own perception of the work and the heroes» (Primary School of the 21st Century, 2012: 7).

MPE as an integral part of the scripts of lessons on Charles Perrault's fairy tales contains interactive exercises (IE), which implementation develops such types of speech and reading activities as «<> understanding the purpose of reading: satisfying the reading interest and gaining the reading experience, searching for

the facts and judgments, arguments and other information; ◊ reproducing in imagination the verbal artistic images and pictures of life depicted by the author; ethically evaluating the actions of the characters, forming own perception of the heroes of the work; finding the required information in the text (specific information, facts, depictions); asking questions on the content of the work and giving answers confirmed by the examples from the text; explaining the meaning of a word based on the context with the help of dictionaries and other reference books ◊» (Primary School of the 21st Century, 2012: 9).

4. Result / Findings

4.1. Description of the set of presentation essays on Charles Perrault's fairy-tales

As a result of the mastering the SVTP for CPD by the students a resource on literature reading – the thematic section «Works of French Writers» had been developed. This choice is non-random on – in January it had been 390 years since the birth of Charles Perrault, French poet, member of the French Academy and author of childhood-known, instructive and memorable «Magic Fairy Tales». On the eve of the anniversary year, multimedia materials of various formats were published in large numbers both in public domain and on the official resources of electronic libraries, research units and educational institutions in France requiring registration access.

Further, we present a set of multimedia presentation essays and IE created by teachers of French language in the process of mastering the SVTP for CPD. The training package contains 9 MPEs, each of them includes the following headings: 1. In the vastness of art of Charles Perrault; 2. Charles Perrault's Biography; 3. Admission testing; 4. MPE (according to the list of the works in accordance with navigation – the text of the fairy tale under study 3.1-3.8); 5. Interactive exercises (in accordance with the fairy tale under study – IE 1-6); 6. References (additional material); 7. Commented graphic glossary (interpretation of lexical

units, grammar structures, socio-cultural realities, characters and images); 8. Internet resources (links to media objects and reference materials).

The structure of the MPE devoted to the work of Charles Perrault implies that each lesson with EEM has 3 stages: 1. Introduction into the topic (oral survey with presentation of video and audio fragments, admission testing on knowing the content of Charles Perrault tales); 2. Study of the new material (demonstration of illustrative and textual materials, visualization and listening of the text, reading and commenting the fragments); 3. Interactive assesment (blitz testing, search / selection of multimedia objects illustrating the Charles Perrault's fairy tale studied, selection of the subject of the project). Homework – working with Web galleries and the «MESH» electronic library, selection of materials illustrating the fairy tale under study by the students: pictures and graphics of the French artists, audio recordings, cartoons, etc.

4.2. Use of web galleries for education

On the basis of original texts of Charles Perrault's tales the trainees do the following exercises: 1. Create collections of multimedia illustrations for Charles Perrault's tales; 2. Develop an illustrated glossary on one of the tales; 3. Prepare a project on "Literature reading" using Web Gallery. To prepare a project the students are offered to choose one of the fairy tales studied: «La Belle au bois dormant» («The Sleeping Beauty in the Wood»); «Little Red Riding-Hood» («Le Petit Chaperon rouge»); «Blue Beard» («La Barbe bleue»); «The Master Cat, or Puss in Boots» («Le Maître chat ou le Chat botté»); «The Fairy» («Les Fées»); «Cinderella, or the Little Glass Slipper» («Cendrillon ou la Petite Pantoufle de verre»); «Riquet of the Tuft» («Riquet à la houppe»); «Little Thumb» («Le Petit Poucet»); «The Tales of Mother Goose» («Les Contes de ma mère l'Oye»).

Let's list the Web galleries and electronic resources provided for the trainees to prepare a project: «Les contes de

Perrault illustrés par Gustave Doré» (<https://www.pinterest.ru/bnustrasbourg/les-contes-de-perrault-illustr%C3%A9s-par-gustave-dor%C3%A9/>); «Histoire par l'image» (<https://www.histoire-image.org/fr/etudes/illustration-livre-enfants-autour-contes-perrault>); «L'illustration des contes merveilleux» (https://www.persee.fr/doc/reper_0755-7817_1984_num_64_1_1799); «Un monde de lecture» (<https://www.youscribe.com/page/ebook/conteur>); «Paroles de contes» (https://www.canal-u.tv/video/les_amphis_de_france_5/paroles_de_contes.263); «Les contes classiques en BD» (<http://www.lamartinierajeunesse.fr/ouvrage/les-contes-classiques-en-bd-collectif/9782732449081>).

The trainees also created elementary content of the library according to the requirements of the «MESH» platform that is the «educational material that can be used for lessons and textbooks», and «<> containing image, audio, video, text, trial assesment, test (Moscow e-school, 2017: 5). It should be noted that electronic educational materials, so-called «atomics», according to the author of SVTP, are the most valuable material, since they make up a multimedia collection for work and students and colleagues in the future.

5. Discussion

Fairy tale as a narrative reading

How come that the fairy tales have been chosen by the French language teachers for MPE development? The reputable linguist and translator T.V. Tsivyan gave the most correct definition with respect to foreign language teaching methodology: «A fairy tale is considered to be one of the most comprehensible type of literary texts. The fairytale is simple and it is the first narrative reading. The simple perception of a fairy tale does not disprove its fundamental semantic complexity, but only confirms that a person has an appropriate mechanism to master it» (Tsivyan, T.V., 1975: 209-210).

It is the fairy tales having kept their folk style, folk images and sociocultural realities that reflect the history of the country of the language learned, depict characteristic features of the French, and the characters of these literary works can be found in world literature even today. As the content of fairy tales is known to the students, the work with French texts to learn lexical and grammatical structures is productive and increases motivation to master the subject.

6. Conclusion

The recent development of multimedia and opportunity to learn hypertext materials using global network has allowed access to the world literature as well as to the bibliographic rarities, works of art, sculpture, films, animation dedicated to the works of the French writers.

The state-of-art illustrative multimedia materials is an important tool to create and improve outlook and erudition of the students. The illustrations play an important role to develop associative field but due to the «irrelevance of the picture itself, its applicability, its relativity to the book» (Tsvetaeva, M.I., 2006: 148) cannot be fully perceived without visualization, listening comprehension and text reading.

In the context of this publication, creative work with fairy tales' multimedia and web galleries enhances associative thinking of the students, intensifies visual and aural memory, improves phonetic and auditive skills and also helps to have a proper understanding of the culture of the country where the language is spoken.

Wrapping up, it should be noted that this set of EEM based on the Charles Perrault's fairytales created by the teachers of Moscow schools having mastered SVTP, is integrated into the «MESH» platform, the use of these materials helps to effectively master the «Literature reading» course by the students. Multimedia presentation essays and interactive exercises are the new educational format and are developed at a qualitatively new level tak-

ing into account today's requirements to the teacher in the transition to the digital didactics.

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