APPROACHES TO USING INFORMATION TECHNOLOGY FACILITIES IN FOREIGN LANGUAGE INSTRUCTION

N.V. Zaitseva
Senior teacher at the department of foreign languages Tavria State Agrotechnological University

Summary: *the article is devoted to the problem of media and informative literacy forming. The importance of information technology using in foreign language instruction is stressed.*

Ключевые слова: информатизация общества, компетенция, информационные технологии, профессионально-ориентированный иностранный язык.

Key words: society informatization, information technologies, professional foreign language, competence.

The reform efforts in higher education of Ukraine involve a number of significant changes in structure and direction of educational process which are aimed at building intellectual, moral and productive potential of society by means and on basis of educational potential of institutions of higher education like universities. One of the priority directions of current state policy in Ukraine for higher education development is introduction of information technologies and educational innovations [1; 6]. According to Stepko M.F. and Bolyubash Ya.Ya., 'further educational process improvement, education accessibility and efficiency and preparation of the younger generation for life in the information society substantially expand human cognitive capabilities' [2; 16].

Importance of command of at least one foreign language as a requirement for a specialist in any field of study is indisputable. That is why information technol-ogy introduction to process of learning foreign languages by university students is one of the priority tasks facing teachers. First of all, instruction of European languages should be reconsidered: English is important as an international communication language, German and French are essential as languages of constant economic and strategic partners of Ukraine.

The relevance of this ground arises from rapid information technology development and its scope expansion. Today educational institutions computerization allows you to teach not only a foreign language, but also a professional foreign language which increases training level of Engineering or Economics students. Researchers Novikov S.V., Polat E.S., Tsvetkova L. A. Dmitrieva E.I., Polilova T.A. and others are engaged in development and introduction of new information technologies in educational process.

The purpose of the article is to consider possible benefits of using informa-

tion technology in training process of a professional foreign language of non-linguistic speciality students, to analyze information technology using in foreign language classes and in the section of students' independent learning. Unfortunately, the greatest obstacle to achieving the maximum result is sometimes trivial lack of motivation. At the same time, informatization (computerization) of training means using computer technology and related innovative techniques in process of learning as means of controlling students' cognitive activity, as well as providing a teacher and a student with all the necessary textual and visual information that complements education content [2]. This definition covers the basic functions of using computer's capabilities in any educational process, but it does not disclose its essence as a plane of interaction between a student and a teacher through a computer as an information channel. Informatization of foreign language instruction is not a prerequisite for achievement of excellent education results but allows one to make classes more intense, and on the other hand provides students' motivation increasing.

According to the survey among Engineering students of years one to four (Computer Science and Mechanical Engineering students), 100% of students actively use the Internet every day, and 84% know and appreciate the effectiveness of working with online resources and handbooks in a foreign language (German or English). However, students of Natural Science specialities (Ecology and Agronomy students) are less familiar with computer universe advantages: there are 92% of regular Internet resources users among the responders. Only 63% of all mentioned students are familiar with worldwide reference tools.

Comparing the results of 2017 to the survey among students of the same specialities three years ago brings to life the fact, that students are more confident in surfing the Internet in their pursuit of knowledge: students survey demonstrates growth in confident using foreign language online directory services at an average of 8% within 3 years (Computer Science and Mechanical Engineering students' level increased from 78% to 84%, Ecology and Agronomy students' level increased to 63% compared to 53% in 2014).

Let us explore foreign-language instruction as continuous process including information technology introduction in different stages. It is reasonable to consider foreign language course as a continuous learning process with the use of information technologies at different stages. In the very first lesson, a teacher can offer students to determine their level of knowledge through Internet resources – to complete an online test. It is also helpful to have analyzed own mistakes to establish the level of foreign language skills according to the Common European Framework of Reference for Languages. These opportunities to check themselves online are provided today by leading educational institutions of European countries specializing in dissemination of linguistic and regional information (Cultures, Languages and Area Studies), as far as they are interested in

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students enrollment for the language courses at their branches in large cities; therefore, online testing is, undoubtedly, one of the advantages of using the Internet for students in small towns. In addition, the convenience for teachers is that online tests, as a rule, consist of a variety of exercises to check skills in foreign language command (reading, writing, listening, verifying knowledge of grammar and vocabulary use). Role of a teacher in such a testing is on the one hand to explain rules of the chosen test version and to provide analysis of mistakes made by students. On the other hand, students like both testing independence and test evaluation objectivity. The greatest impression on students is usually made by reputation of institutions offering a testing resource. Besides, high marks for giving answers to authentic-based testing tasks greatly increase students' motivation.

In foreign language classes with students of natural, engineering or economic specialties a teacher can use both authentic course materials in specialties aimed at increasing vocabulary of terminology (the latest electronic textbooks, reference books, manuals on specialty theory), as well as materials with appropriate audio support that enhance students' professional competence: video spots, which illustrate operation principles, operation itself, working procedure, maintenance of machines and equipment. Such materials help students to accomplish reproductive tasks, to understand and to give a broad outline of the basic content (students are more advanced in materials on their specialty, basing on special discipline knowledge). They are also indispensable in preparation for productive exercises (monologue speech or working out a given theme through a dialogue). Students can express their opinion or substantiate it with a video material.

Additional authentic-based advertising printed or video materials are very useful for a teacher in preparing profession-oriented classes in a foreign language course (for example, videos about equipment, machines or software), because advertising video materials reflect the latest trends in science and technology, clearly focus on the most important data, widely use synonymous lexical units or collocations. Their texts are made up of short sentences with a simple structure. As a rule, a narrated voice-over is recorded qualitatively, the pace of the main narration is appropriate. Moreover, advertising video materials usually have subtitles of the main proper names and product advantages.

A teacher has also indispensable backup at foreign language classes like directories and encyclopedias, which represent endless possibilities of information-carrying media. Cultures, languages and area studies, linguistics, terminology can be fascinating study objects for students who know how to use reference software or find on-line directories and lexicons on the Internet.

An individual aspect of computer using in foreign language classes is knowledge level control: by using specialized software, students do tests on the studied material and receive the results immediately upon completion of the final task. On the one hand, students do tests indi-

vidually, eliminating possibility of "interfering" with each other during the testing, and on the other hand, the whole group accomplishes tasks and receives results simultaneously which simplifies teacher's work and allows paying attention to students' mistake analysis instead of test checking. The most part of student independent learning (which nowadays covers at least 50 per cent of the total academic time in any discipline) also requires teachers to engage in computer technology. Independent information search (as well as result processing) exceeds the limits of printed information and offers students a large amount of additional electronic resources to deepen their knowledge and skills in a foreign language. The individual learning aims to teach students to creatively approach their development of the chosen topic. It usually meets the challenge of deepening linguistic and sociocultural competence and supports creative presentation of acquired skills and abilities. The student individual learning may include information selection and material processing, data selection by their significance level, tables, charts or schemes formation on the basis of a written text for simplification of audience perception, for presentation of research results performed using visualization: posters, photos, infographics etc. Of course, students willingly use computers, software and online editors for thorough preparation and vivid presentation of their creative products.

Society informatization is a global process which distinguishing feature is domination of cognitive activity consisting of acquisition, accumulation, processing and storage, sharing and using information. It is carried out on the basis of innovative computer technology. That is why a teacher's task is to create a correct attitude towards a modern computer as a source of linguistic and professional information, assistant in its elaboration, as a medium of a possible presentation of work or research results and as a medium of own progress demonstration. Today, computer technology is an integral part and at the same time very tempting medium for students and an indispensable component of educational process, where the computer is, firstly, an interactive medium of cognitive and search activity, and secondly, an element of learning process management, thirdly, a visualization medium and, finally, an instrument of learning process results controlling. Since computerization is one of the fastest growing industries and information technology facilities are being replenished and developed every day, possibilities of optimizing foreign language instruction process through use of information technologies are also expanding. All mentioned above represents a wide field of activity for both further research and practical experience.

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