

# INTERNET TECHNOLOGIES AS A DETERMINANT IN PROFESSIONAL PREPARATION OF FUTURE FOREIGN LANGUAGE TEACHER

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***Annotation.** The article reflects the theoretical aspects of the Internet technologies use in professional education of future foreign language teacher. IT classification is given. Pedagogical and technical terms and requirements of the Internet technologies use are presented in foreign educational space of future specialist's preparation in pedagogical HEE. Perspectives of Internet technologies use are given.*

***Key words:** Internet, technologies, foreign language, Internet resources, informatively educational space, site, informative competence, foreign competence, Moodle.*

New socio-economic conditions actualize the need to reform national education. One of the dominant issues of modern higher education is the problem of complex scientific and educational research, dedicated to the innovative technologies introduction and use in the educational process. Internet technologies are one of them.

Analysis of scientific literature suggests that some psycho-pedagogical and methodological aspects of the computer technologies use in higher education were considered by V. Bospalko, Y. Branovskiy, T. Vezyrov, L. Doliner, A. Kutsenko, etc. Problems applying Internet technologies in the future professionals preparation were studied by S. Beshenkova, G. Hershunskiy, I. Mashbits, I. Robert, R. Semerenko. The works of such scientists as V. Baikov, A. Lesnevskiy, S. Glushak, A. Tykhonov proved the fact that Internet technologies can be used as a visual and accessible learning tool that provides multitasking and multilevel approach in the future specialists preparation.

**The article aim** is to highlight the importance of Internet technologies use in professional preparation of the future foreign languages teachers.

Nowadays the whole world is enveloped by informational network. It connects millions of subscribers in more than 150 countries worldwide [3]. All socially significant information resources are being transferred in electronic media and placed on the World Wide Web. Possibilities of using Internet resources are unlimited. Global Internet creates conditions for obtaining any necessary educational information in any part of the globe, responsive educational process partners interaction, promotes students' independent work development, distant diagnostics of their academic achievements.

**The Internet technologies (IT)** education introduction promotes new role of the teacher, who is no longer a source of information, facts and knowledge. He acts like a technologist who counsels, advises students and helps them understand the learning process in this environment, coordinating their activities. Learning a foreign language through the Internet can solve a number of didactic tasks: to form reading and writing skills, enrich students' vocabulary. Internet helps in forming speaking and listening skills, learning vocabulary and grammar, motivates to study a foreign language. In addition, Internet technologies use gives an opportunity to expand future specialists' horizons, establish and maintain business relationship and contacts with their counterparts from other countries, etc.

In context of foreign languages learning the most reliable IT classification is given by N. Kozhaeva. The scientist divides Internet technologies into such **groups**:

- information sources, suitable for foreign language classes;
- tests system for language activity formation, training and reproduction;
- means for language learning process easement;
- technologies for language activity skills formation. [2]

Although this classification isn't complete and needs wider presentation. That's why we decided to give our own classification on such **categories**:

- interactive IT (interactive sites, multimedia sites, podcasting);
- information transfer or bilateral or multilateral communication means (blog, ICQ, e-mail, chat, forum, social networks, mailing lists);
- informational IT (newsgroups, wiki-encyclopedias, informational sites, e-books, e-libraries);
- helpful IT in foreign language learning (online-dictionaries, online-translators).

The most popular foreign languages resources nowadays are Hotlist, Treasure Hunt, Subject Sampler, Multimedia Scrapbook, Webquest. Each of them allows us to solve a number of learning tasks. For example, Hotlist and Multimedia Scrapbook are aimed at information search, selection and classification. Treasure Hunt, Subject Sampler and Webquest help in problem learning.

A good helper to learn a foreign language is LearnEnglish by British Council. This is a huge collection of free materials for English learners. It can be used for independent learning or as an addition to the teacher or tutor work. Registered users can post comments, communicate with others, ask questions and download educational materials. LearnEnglish consists of such **sections**:

- listen and see (where students can learn to understand English while hearing, see the video on their computers or download the audio files and podcasts);

- grammar and vocabulary (where future teachers can enrich their vocabulary, do grammar exercises and read detailed descriptions of grammatical structures from known author Dave Willis);
- fun and games (a variety of learning English games);
- business and work (podcasts and reading articles on business and professional topics, series of videos on how to pass an interview for employment), etc.

So, educational online resources allow picking up the text, graphics, photos, audio and video footage to the topics studied; organizing groups in discussion foreign languages learning issues; conducting linguistic analysis of oral and written speakers discourse (representatives of different social groups, dialects and accents speakers) [4].

However Internet during foreign language learning can be used not only for communication practice, but also for useful information search. E-libraries and wiki-encyclopedias are irreplaceable here.

**E-library** is distributed informational system that allows saving and using collection of dissimilar e-documents (text, graphics, audio, video, etc.) owing to global nets of data transfer in comfortable form for final user (wikipedia).

E-library is one of e-books technical users. It gives future specialists copy of any book, they are interested in, in certain format.

**E-book** is a book version in electronic (digital) form that consists of text, bitmaps, sample data, exercises, and specially written comments and answers to possible questions. Such books can be read by computers, mobile phones or specialized devices.

Internet is also very helpful in quick learning information translating. For this purpose **online-dictionaries** and **online-translators** are widely used. Site Lingvo.ru is very helpful here because a student can easily find every necessary word translation in every industry sector. It's very convenient way to find the word translation without wasting much time.

Internet use in the educational process is one of the most common forms of media technologies integration with different subjects and disciplines. In case of foreign language integration Internet technologies have a much broader opportunities to improve knowledge and skills.

Besides Internet use in HEE promotes 'open learning technology' which helps create new informational educational space which gives an opportunity to transfer from knowledge accumulation model to self-education system [4]. In this case we can use Moodle.

**Moodle** (abbreviation for Modular Object-Oriented Dynamic Learning Environment) is a free source e-learning software platform, also known as Learning Management System, or Virtual Learning Environment. It has a wide range of functionality inherent in the platforms of electronic learning systems, course management systems (CMS), learning management system (LMS) or

virtual learning environment (VLE). Moodle is a free web application that enables teachers to create effective websites for online learning.

Typical Moodle functionality includes [3]: filing tasks, discussion forums, download files, evaluation, messaging, calendar of events, news and announcements (for different levels: site, course, study group), line testing, etc.

Developers can create additional modules with new additional functionality. Moodle supports various types of new modules: types of activities (including possible educational games), resource types, types of test questions, topics for processing, different authentication methods, various methods of course enrolling, filters content.

As practice shows, Internet technologies allow reconstructing students' foreign languages learning process organization in HEE. Using them correctly we can make educational process open for new ideas and knowledge sources.

For such innovations implementation the foreign language teacher, to our opinion, should have informative competence, i.e., the system of computer knowledge and skills that provide in a specific profession the desired level of receiving, processing, storing and presenting professionally determined information. The teacher must be interested in mastering new information technologies and use computer at least for personal purposes.

As the informatization process of teaching foreign languages in Ukrainian universities is developing more quickly recently, we believe that it is necessary that teachers who have achieved certain results in this field, shared their experience with their colleagues, facilitating their way in this direction. In such circumstances the exchange of recommendations for the use of educational programs and materials is needed. In addition, preparation for lessons using Internet technologies, evidenced by our teaching experience, requires thorough teacher's preparation and serious internal motivation. The administration support is very important in this case.

Internet technologies use in foreign languages classes is an effective factor for students' motivation development. In most cases they like to work with computer. The classes are more informal; students have freedom in choosing exercises, ways of doing them. Professional use of IT motives encourage future foreign language teachers to use Internet for in solving learning tasks, including the task of broadening and deepening foreign language communicative competence. Besides, such classes enhance students' internal self-assessment and strengthen their authority in the team.

**Perspectives** of Internet technologies use are very broad. It can be:

- E-mailing between teacher/students and students from other foreign language countries;
- Taking part in International Internet conferences, seminars, etc.;
- Creating sites and presentations by teacher for educational purposes and locating them in the network;
- Experience exchange between teachers from all over the world;

- E-publishing essays, articles on the Internet, etc.

We believe that aims and objectives of foreign language teaching using Internet technologies can be realized with the following pedagogical and technical specifications and requirements:

- Organization of educational process based on the author's program;
- Students' elementary level of informative communication competence and working with computer and Internet;
- Foreign language teacher's ability to use the computer and Internet in the educational process;
- Availability of a computer complex for Internet access;
- Compliance with ergonomic requirements when dealing with computer training.

Internet technologies use in foreign languages learning can raise the students' general cultural level, help improve their computer skills of and Internet knowledge, increase their language level, promote their self-assertion, and also increase motivation in foreign languages learning, save the consumption of teacher's didactic materials (no need to create countless cards, printed materials); improve the teacher authority, etc.

But we should mention that Internet technologies can't be the answer to every foreign language learning problem. For achieving the best effect it requires a wide range of media technologies use in the educational process. The important role in this process plays students' informative competence formation, which is needed for Internet technologies use. But the most number of HEE are very far from such innovations. Besides IT often conflict with the existing curriculum and educational structures. To solve this problem we should analyze the form of IT use during foreign languages study, which competences should have teachers to be prepared for Internet facilities use, and how to develop these competences for further changes in the education system.

So Internet technologies introduction in the educational process of future foreign languages teachers learning enables its improvement by optimizing the information environment. IT use in Foreign Language classes is an effective factor of personality oriented approach in teaching, ensuring its individualization and differentiation based on student's abilities, student's motivation, etc. The skills, which are being formed with IT help, are beyond the foreign language competence, even within the 'language' aspect. Internet develops social and psychological characteristics of students, their self-confidence and their ability to work in a team, creates a conducive atmosphere for learning, etc.

However the effective IT implementation in the educational process of HEE requires global research work, the results of which will determine the general and specific principles of use, selection criteria of Internet resources, as well as significantly restore the arsenal of methodological tools and teaching techniques.

## LITERATURE

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### **ИНТЕРНЕТ-ТЕХНОЛОГИИ КАК ОПРЕДЕЛЯЮЩИЙ ФАКТОР В ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩЕГО УЧИТЕЛЯ ИНОСТРАННОГО ЯЗЫКА**

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***Аннотация.** Статья отображает теоретические аспекты использования Интернет-технологий в профессиональной подготовке будущего учителя иностранного языка. Представлена характеристика Интернет-технологий. Приведены педагогические и технические условия и требования использования ИТ в иностранном образовательном пространстве подготовки будущих специалистов в педагогических вузах. Представлены перспективы использования Интернет-технологий.*

***Ключевые слова:** Интернет, технологии, иностранный язык, Интернет ресурсы, информативное образовательное пространство, сайт, информационная компетентность, иностранная компетентность, система Moodle.*