

Секція 3 Формування професійних компетентностей у майбутніх фахівців в умовах інформаційного суспільства

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BLOGS AS A MODERN METHOD IN EFL TEACHING

Today it is easy to have the Internet connection everywhere: in different educational and social settings, coffee shops, public transport, shops, classrooms etc. Thus the problem of the Internet and Internet technologies use in the process of teaching English as a foreign language is of vital importance, as at present to go with the times it is impossible for a teacher to neglect the interests and requirements of his students. But today you not always need to leave you home for studying - online learning has to be the greatest revolution in contemporary education. Any teacher may easily clarify that one of the most recent and effective methods to teaching and learning English is by integrating or fusing technology as a pedagogical tool in the classrooms [3].

Modern education is closely connected with current development of information and communication technology which has produced a new generation of learners who are more exposed to the digital and electronic worlds of various social media. With this recent advancement, this new generation of learners would thus prefer a different classroom environment, approach, and mode of learning. Hence, there is a need for language teachers to transform their teaching methods and techniques in order to meet the current learners' preference by blending technology and traditional face-to-face learning in their classrooms [2].

Here we underline blogs as a component of modern technological tool in EFL teaching. Though blogs are integral element for any Internet user, teachers barely appreciate them as an educational tool. It is inevitably to happen at any school or with any teacher if not to recognize various pedagogical possibilities concerning use of blogs through file management, use of video, images and all kind of benefits relating interaction and communication.

We understand blogs as web logs that are updated on a regular basis by their author. They can contain information related to a specific topic or used as daily diaries about people's personal lives, political views, or even as social commentaries. Blogs give the user an opportunity to write content that is unique to him and his activity. They also give an occasion to interact with the visitors while promoting who you are and what you do [5].

Today blogs are being used for all sorts of purposes: by companies that use blogs to communicate and interact with customers and other stake holders, by newspapers which incorporate blogs to their main website to offer a new mean of communication for their writers. Individuals also created blogs to share with the world their expertise on specific topics. Within the educational sphere, blogs allow students the ability to interact in a more public venue, sharing their thoughts, ideas, interpretations, hopes, and fears with anyone willing to spend time looking on the internet [6]. The Internet in general and blogs as its clear index show the possibility of designing their own site without having to upload files via file transfer protocol, simply inserting images and text enables students themselves can have a blog for its ease of creation.

At protection blogs as a tool of EFL teaching we define the fact while the students in this study enjoy reading views expressed by other bloggers, they exhibit a lack of a sense of belonging to a community of learners by not contributing their own views freely. Clearly, this may have implications on individual reflective learning and experience. It also coincides with

teaching language and literature, which enhance reading comprehension and writing. In this sense Amorós found that through this tool it is possible to access to literary text, even with manipulation of the text, with access to multiple resources such as libraries or dictionaries [1]. Blogs may bring new learning or unlearning habits, as well as varying degrees of satisfaction from the learning experience. Here a teacher must be careful with activities that require students to answer on the blog, as claimed Brescia, because the biggest challenge to blogging is when instructors take away the voluntary nature of participation and begin requiring postings and responses to other postings [4].

Each type of task can be approached from activities that the teacher uploads to the blog, which enables children working with them at home or at school. They can use several options, as pictures, audio or video, and communicate, development their language and participation by interacting through comments giving opinions and discussing topics.

Thus, blogs can be useful, it is important to note that they are just tools and not the objective itself. They are not for all classes and need to be made an integral part of the course design. However, the use of blogs as a learning tool seems to be low-cost with high-returns. Whatever research should to be done or how blogs can more effectively be used, it is a given that technology will continue to influence learning and teaching in every sphere of our lives. One should also not forget the problem of overuse of technology-mediated instructions that may lead to the loose of students' interest to the subject. There is also a necessity to given good computer knowledge to get good results in blended learning.

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