

INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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In the article the theoretical analysis of information technologies in foreign language teaching is conducted. Using resources of the Internet in study process to development of students' cognitive activity and achievement of the main aims of teaching subject are considered. The main strategies for implementation of information and communication technologies in the sphere of higher education are analyzed.

Key words: Internet, teacher, students, higher education, language education.

In conditions of the complex transformation processes that take place in the world, the dynamic formation of the modern high-tech society, the emergence of new forms of social and cultural life intensified communication connection, social relations have undergone significant upgrades.

Innovative shifts in the technological, social, human spheres caused the transformation of traditional communication models, transformation of agents of communication, changes of the cultural paradigm, the creating of the new world view. It is not only new hardware, but new forms and methods of teaching, new approach to the learning process.

Technical progress, the introduction of the information technologies at all levels of education, increasing the flow of information and the ability to orient in the information flows requires from the modern specialist with high education a high enough level of knowledge in the field of information technologies.

Now the system of higher education should be structured in way that would not only equip the knowledge of the student, but also as a result of the conditions and rapid update of knowledge form the need for continuous self-mastery of them, abilities and skills of self-education, as well as an independent and creative approach to knowledge throughout the active life of the man.

Improving the quality of education and professional training of specialists on the basis of wide use in the educational process of information and computer technologies, which allow to introduce students to modern methods of work with the information, that, in turn, puts a fundamentally new challenges for the scientific-pedagogical style of thinking, before general communicative and informational culture of a teacher of higher educational establishment sets new requirements to the information technologies in education, material, technical, methodical support of educational process, the forms and methods of training specialists.

In our article, we share the opinion that the information and communication technologies (the mass-media) through which this communication takes place varies:

- ✓ Broadcast media such as radio, recorded music, film and television transmit their information electronically.
- ✓ Print media use a physical object such as a newspaper, book, pamphlet or comics to distribute their information.
- ✓ Outdoor media is a form of mass media that comprises billboards, signs or placards placed inside and outside of commercial buildings, sports stadiums, shops and buses [1].
- ✓ The digital media comprises both Internet and mobile mass communication.
- ✓ Internet media provides many mass media services, such as e-mail, websites, blogs, and internet based radio and television.

Let us analyze five characteristics of mass communication have been identified by Cambridge University's John Thompson [2]:

- "Comprises both technical and institutional methods of production and distribution" This is evident throughout the history of the media, from print to the Internet, each suitable for commercial utility.
- Involves the "commodification of symbolic forms", as the production of materials relies on its ability to manufacture and sell large quantities of the work. Just as radio stations rely on its time sold to advertisements, newspapers rely for the same reasons on its space.
- "Separate contexts between the production and reception of information"
- Its "reach to those 'far removed' in time and space, in comparison to the producers".

- "Information distribution" - a "one to many" form of communication, whereby products are mass-produced and disseminated to a great quantity of audiences.

So, as our article is devoted to information technologies in the educational process, we may pay close attention to the Internet, that has fundamentally changed the practice of teaching and learning during the last ten years, especially in high educational establishments.

The use of information technologies in high education for foreign language teaching can take many forms and assume many different roles in educational settings. In our view the introduction of information technologies at the practical lessons for non-linguistic students in the process preparation of future high-qualified specialists will contribute to the solution of the following didactic tasks:

- Individualization of the teacher's work;
- Improvement of teaching organization;
- Increasing of education individualization;
- Increasing the productivity of the self-study of students;
- Acceleration of replication and access to the achievements of pedagogical practice;
- Strengthening of motivation for learning;
- The intensification of the training process, the possibility of engaging students in research activities;
- Providing the flexibility of the learning process.

And now we consider necessary to say about training Internet resources as one of the wider and effective ways of teaching educational information.

Information resources on the Internet contain textual, audio, visual material on various topics. In order students to make productive use of it to satisfy educational and professional interest and needs, there must be developed special educational Internet resources. English scientific researches mark out 5 types of Internet educational resources:

1. Hotlist. A Hotlist is a list of Internet sites on the studied topic. It does not take a lot of time to find necessary information to make a hotlist. All you need is to enter a keyword into a search engine and you will get the wanted one.

2. Treasure hunt. A Treasure hunt resembles the Hotlist and Multimedia scrapbook. It contains links with various sites on the studied topic. The only difference is that the each link contains some questions on the website content. Teacher directs the search and cognitive activities of students. At the end of the Treasure hunt students may be given one more general question on the total topic understanding.
3. Subject sampler. A Subject sampler has links with the textual and multimedia Internet materials. After studying every aspect of the topics the students need to answer these questions. A Subject sampler is aimed to discuss the vexed questions and debatable problems. Students have to study material and also express and argue their own opinions on the studied debatable question.
4. Multimedia scrapbook. A Multimedia scrapbook is a collection of different multimedia resources. A Multimedia scrapbook contains the links not only with textual sites, but also to the photos, music, video clips, graphic information, up-to-date 3D tours.
5. Webquest. Webquest is a scenario of students' project activities organization on any topics, using the Internet resources. It includes all components of the four foregoing materials and implies realization of the project with the participation of all students.

Using resources of the Internet in study process contributes to development of students' cognitive activity and achievement of the main aims of teaching subject.

Information technologies opens huge possibilities for using computer as a means of learning.

Using information technologies at the practical lessons for non-linguistic students has many advantages over traditional methods of learning.

They allow you:

- to train different types of speech activity;
- to combine them in different combinations;
- to help understand the linguistic phenomena;
- to form linguistic abilities;
- to create communicative situations;
- to automate language skills;

— to provide possibility of accounting leading representative system, implementation of individual approach and intensification of self-student work [3].

As a conclusion, we would like to state that all these possibilities to help solve the basic problem of language education — the formation of students' communicative competence. The successful introduction of new information technologies in educational process is the willingness and ability of teachers to master new technological means and suggest new methods of teaching using these tools.

Thus, the use of information and computer technologies at the practical lessons for non-linguistic students of special disciplines will help to increase the level of knowledge of the students, as well as to increase interest not only for training, but for the chosen profession.

In this, connection educational process with using information technologies has a great importance in professional preparation of future specialists, among the main abilities of which during training should be formed skills appropriate to use in their professional activities of the new wealth of information society, and this cannot be achieved without a high level of information culture our students as future high-qualified specialists in all field of national economy.

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