SECTION 5. CURRENT ISSUES OF MODERNIZATION PROCESSES IN THE EDUCATIONAL AND SCIENTIFIC SPACE OF UKRAINE

USE OF MODERN INFORMATION TECHNOLOGY IN TEACHING FOREIGN LANGUAES AT UNIVERSITIES

Lazorenko N. L., Candidate of Pedagogical Sciences, Associate Professor at Department of International Relations, National Aviation University, Ukraine

Zhudro O. V., Senior Lecturer at Department of International Relations, National Aviation University, Ukraine

Romanova S. V., Candidate of Philological Sciences, Senior Lecturer at Department of theory and history of world Literature named after prof. V. Fesenko, Kyiv National Linguistic University

Abstract. The purpose of the paper is to analyze the use of modern information technology in teaching foreign languages at universities. The advantages and disadvantages of modern computer technologies are characterized. The experience of using computer technologies in the process of teaching a foreign language to students at universities is described. It is pointed out that the experience of using modern technologies in the process of studying a foreign language makes it easier for students and creates a familiar environment for them. They help to overcome the language barrier and psychological complexes of students. Thanks to multimedia resources, the study of a foreign language can be carried out beyond the limits of a practical lesson and make it continuous. The latest achievements in the field of information technologies provide a unique opportunity to obtain a more extensive informative base on the subject "Foreign Language", and also provide an opportunity to reveal the creative potential of students, which makes the learning process of foreign languages interactive, entertaining and productive.

1. Introduction

XXI century is the age of informatization, undoubtedly, makes its own adjustments to the traditional teaching of foreign languages. And our aim is to learn how to use modern information technologies correctly and effectively in the educational process within the framework of the university. In recent years, the issue of using new modern technologies for teaching foreign languages in the Institution of Higher Education has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, and a new approach to the learning process. In modern pedagogical practice, various teaching technologies are used, with the help of which the interest of students to the subject increases sharply; the academic performance and the level of intellectual culture are also increased. One of the main tasks of the research is to create conditions for practical language acquisition for each student, to choose such teaching methods

that would allow each student to show his activity, his creativity, and also to activate the cognitive activity of the student in the process of teaching foreign languages. Modern pedagogical technologies such as training in cooperation, project methodology, the use of new information and communication technologies, and the Internet resources help to realize a person-oriented approach to teaching, provide individualization and differentiation of education, taking into account the abilities of students, their level of education, and inclinations.

2. The Importance of information technologies

The purpose of learning a foreign language at the moment – is the development of communicative skills of the trainees, i.e. practical knowledge of a foreign language. Main purpose of the training is also a foreign language, which makes it suitable for oral and written communication, as in the future professional activity, and to further self-education. In combination with other competencies of foreign language communication competence training in the future will give each of the graduates the opportunity to be successful in the professional field and to fully realize their potential. And the task of the teacher is to educate a person the ability to communicate, to educate themselves. Necessary for the modern process of foreign language teaching is to create optimal conditions in order to make this process meaningful, effective and interesting for students. To this end, teachers use different methods and techniques that help to intensify the work of the students. In this invaluable assistance in this process renders the use of computer technology and Internet resources [1].

Teachers of new generation should be able to select a qualified and apply precisely those technologies that are fully consistent with the content and objectives of study subjects, contribute to the harmonious development of students based on their individual characteristics. Information technology can be used in: 1. Searching for literature a) Using electronic catalogue; b) The Internet using a browser such as Internet Explorer, etc., different search engines (Yandex, Google, Gmail, Search.com, Yahoo.com, etc.); 2. Working with literature during summarization note-taking, annotation, citation, etc.; 3. Translating the text, using translation software, using electronic dictionaries; 4. Storing and accumulating data (CD-, DVD-drives, Flash-card); 5. Communicating (Internet, e-mail); 6. Processing and playback of graphics and sound (players Microsoft Media Player, Win Amp, Win DVD, program for viewing images Photo Shop, Corel Draw, a program for creating diagrams, drawings, and charts) , creating training and educational films, cartoons, commercials, computer training programs, games , online travel, encyclopedias, etc.; 7. Promotion and implementation of research results (performances in video forums the Internet).[4]

2. Research methods

The specificity of the subject foreign language makes possible the use of computer technology in full in almost all these cases. When teaching grammar is

very effective use of charts, tables, graphs, charts, drawings, and different ways of their projections (interactive whiteboard screens of personal computers, the printer is printing. Using computer technology possible in the study of almost any topic. If successful color scheme, using charts and tables, accompanied by voice (examples utterance in a foreign language) material will be perceived more easily and quickly, as will be used most of the receptors. Smaller will be the same amount of time in class, as will eliminate the need of recording material on the board. And with home PCs all training material can be stored on digital media (CD-, DVD-disks, flashcards) and transferred to a PC. Often there is a problem of "ignorance of writing" of a word, and the use of computer technology this problem is completely eliminated.

The computer can be effectively used for discovering new lexical material, new samples of statements. At the stage of consolidation and application of the generated knowledge and skills, the computer can be used in a wide variety of communicative tasks and situations on the basis of personality characteristics of the students. He can create the optimum conditions for the successful development of the program resources, while ensuring adequate and feasible load for all students. Using Internet resources allows students to bring communication activities to reality, for example, view ads for buying and selling property in the study of the theme of "apartment", the choice of a suitable theme for the guided tour "travelling".

Meet and chat in the forums closer to the realities of the country's students studied language and enrich vocabulary idioms, slang expressions, vocabulary of contemporary yourth.[8] Computer widely used as a means of exercising control over the activities of the trainees from the teacher, as well as a means of self-control. Computer testing can be used as a method of final or interim audit. Depending on the capabilities, students can be tested on personal computers in the local university network or the Internet.

Fast results with this test allows the instructor to make timely adjustments to the educational process, to prevent lag, work individually with students. Student as it helps to understand what success he has achieved in the study of a foreign language and on what he needs to work harder. Teachers of our department compiled training test items containing a large database, which includes all the main topics of the course of English. Students have a good opportunity to perform these tests in computer classes, both independently and under the supervision of an instructor.

3.Computer testing is effective method in teaching foreign language

We must admit, that computer testing is effective method in teaching foreign language. We use it in preparation for the exams conducted in the form of computer based testing, as well as during the preparation of the intermediate state control (ISC). Performing the test yourself, the student can see clearly makes a mistake and correct answers. If the execution of tests carried out under the guidance of a teacher, the student has the opportunity to consult on options for answers in which mistakes were made. Experience with the use of computer

technology in the process of preparing for exams and ISC shows that students are much faster and more intelligent learn learning material.

Having analyzed the responses of students, the teacher, in turn, sees weaknesses of each student, as well as errors specific to the whole group, allowing you to work differentially, given knowledge of each. Since each student works, as they say " one-on- one with a computer," the teacher an opportunity to see an objective assessment (in points) of the student, which puts the computer. The student also sees a realistic assessment of their knowledge and this sometimes causes him to reconsider their self-esteem. But in this kind of work, there are also disadvantages. Communicating with the computer, the students read the sentence, choose the answer without uttering anything aloud, i.e. speech apparatus in this kind of work becomes passive, which is highly undesirable when learning a foreign language. In this regard, we use this form of work with a computer periodically. [2]

The computer allows the display to present the elements of cross-cultural nature, especially the environment and situation. It is very comfortable for multimedia presentations in Power Point. Application of computer presentations in the classroom allows you to enter a new lexical, grammatical, regional studies material in the most fascinating way, implementing the principle of visibility, which contributes to more lasting learning information. Independent creative work of students to create computer presentations allows you to expand the stock of active vocabulary, increase interest in learning a foreign language and culture. It is of great importance teaching phonetics, articulation formation, pronunciation skills, to enhance students' motivation. At the initial stage of teaching, students can both independently and under the guidance of a teacher engaged in perfecting pronunciation, using the section "Phonetics" computer training program.

They have an opportunity to write their own speech. Visualization tools as an animation illustrating the movement of the speech organs, and waveforms showing the amplitude of oscillation of sound, allow students to visualize processes that accompany the process of speech production, compare your own pronunciation with the standard based on the comparison of waveforms. When working with patterns a student has the possibility of varying the playback tempo of tongue twisters: slow, moderate, fast. Performing tasks in this section, students significantly increase the pace of his speech and improve pronunciation. Section "Grammar", comprising 130 independent lessons, each of which reflects one of the phenomena of English grammar, the teacher gives an excellent opportunity to organize the students to study, consolidate and control certain grammatical topics.

Lessons consist of several types of exercises: Build the proposal; pick the right answer from the data; Put the verb in the correct form, and others performing the exercise, the student can train this rule to check how well he understood it. Read theory corresponding lesson he can by pressing «Theory». In addition a student can use applications, including a summary table times verbs list of irregular verbs, etc. The effectiveness of this computer training program is that the student

can test yourself during the exercise. If the answer is correct, the computer will accept it. If the answer is incorrect, the student is given another 2 chances. If he's wrong again, the computer gives a clue.

It is also convenient and teacher: one glimpse and he knows how many errors did the student as incorrect suggestions highlighted in other colors. In addition, the teacher will know how many errors the student made. Sounds, words, phrases, and offers students perceived aurally and visually. This will also have the opportunity to watch on your computer screen for articulatory movements have hearing and the right intonation. [3] Selection of training programs depends primarily on the current educational material, the level of training of students and their abilities. With the passage of the theme "United Kingdom - the country of the studied language," we use a computer training program "The Royal Family", which provides students with a unique opportunity to learn and improve their English in the society of persons of royal blood - the keepers of ancient traditions and classical literary language. The program provides basic information on the members of the British royal family. Just click one of the photos and the student learns the full name, title, date of birth of the one who is depicted on it.

In addition, the program allows you to use a set of tools for presenting information (text, sound, graphics, video). After reviewing the video public speaking Queen, students will witness the most important events in the life of monarchs, be able to see the queen, hear her speak on the classic English. In this program, there is the possibility to use a dictionary, a word processor, reference materials. Students can use a dictionary: words appear on the screen, students can also hear the correct pronunciation of these words in the performance of the speaker and, if necessary, to see the translation.

4. Using World Wide Web in teaching foreign languages

This technology promotes teaching a foreign language with the help of worldwide World Wide Web, which provides great opportunities and services of information and communicative nature. Using Internet resources increases the activity of the students and the teacher's role changes, it increases the level of student's motivation, desire to find himself and explore the necessary information.[4] Thus, the learning process is beyond the time frame of the lesson. Teaching using Internet resources allows communication at different levels: teacher-student, student - student, student - friend, etc. while students have access to an unlimited amount of fresh information and a huge selection. Working alone in the Internet, students improve skills proficiency, develop critical thinking, enhance cognitive independence. Using Internet resources changes the role of the teacher, she becomes a coordinator and consultant. Attention on the formation of tasks based on Internet resources, while in the teaching process are possible if a teacher carefully selects the tasks. Working on the theme "The political system of the USA," we gave for students such tasks as: to prepare the presentation, "The President", "The Parliament of the

USA", "The main political parties." The students very seriously prepare for the implementation of this task and try to give a detailed information. It is necessary to note that presentation of the material is interesting. Following these assignments, students gain access to information is not limited in the scope of this tutorial text. They seek, learn, analyze, compare, make certain conclusions, working with Internet materials, which are mainly presented in English. When planning to use educational software and multimedia tools in study of a foreign language as well as other disciplines, it is necessary to consider the following aspects: - How will the program on students' motivation, their attitude towards the subject, increase or decrease the interest in it (for example, due to the difficult, unclear formulated requirements of the training program); - How the program meets the general thrust of the course; - Does the program promotes better absorption of the material, whether justified the choice of the proposed tasks, whether methodically supplied material; - Whether rationally designed using computer classes and new information technologies, provided there is enough time to perform independent work; - Do all students have the skills and abilities of your computer.[4]

5. Results of the research

In the framework of achieving the aim of the research, it was found out by me that in the process of application of information technologies by the teacher of the foreign language, students realize creative activities that include the ability to question, explain, study, describe, compare, analyze, evaluate, express their opinions and judgments, argue them, conduct independent searches for necessary information, navigate the text in English, and to make brief messages on a given topic.

All of the above will allow students to use the acquired knowledge and skills in practical activities and daily life to communicate with representatives of other countries; receive information from foreign sources of the information needed for educational purposes; expand opportunities in choosing future professional activities; study the values of the world culture, cultural heritage and achievements of other countries; familiarize representatives of foreign countries with the culture and achievements of Ukraine [4].

The use of information technology elements in classes helps to form the ability of students to work with various information, critical attitude towards it, develops logical thinking, provides information and emotional saturation of lessons, promotes interest of students to the subject, and activates their creative potential with the surrounding life. The use of computer and information technologies in the second and third levels of training allows students to prepare better for the final certification in English in accordance with the requirements of the state standard. In the process of training: students not only improve the knowledge they acquired during the previous period of training, but also expand their vocabulary taking into account the practical knowledge of a foreign language in the standard situations (within the framework of monologue utterances with elements of reasoning and dialogical conversations in the form of an exchange of views).

Current theory and practice issues of teaching foreign languages at universities in global digital educational space

At present, various forms of organization of the educational process are used. Since information technologies are both a means of supplying material and a controlling agent – such technologies provide high quality of the material supply and use various communication channels (text, sound, graphic, and touch). All this allows increasing students' motivation and forming their communicative competence. The computer at the lessons of a foreign language makes it possible to implement a personality-oriented approach to learning, provides for individualization and differentiation of instruction, increases activity, motivates students, intensifies the learning process, fosters adequate self-esteem for students, and provides them with a comfortable learning environment.

For use in foreign language lessons, a wide range of computer programs are currently offered: Educational programs - to acquire certain knowledge, skills and habits; Training programs - to consolidate knowledge and skills; Control programs - to monitor the quality of knowledge and to correct it; Game programs - for intellectual development.

Using information technologies, the following goals and tasks can be realized: 1. When teaching phonetics: a. acquisition of skills of adequate pronunciation and differentiation by ear. Further improvement of listening and pronunciation skills in relation to the new linguistic material; b. formation of auditory, pronunciation and intonation skills. 2. When teaching grammar: a. expansion of the volume of grammatical means, mastering of new grammatical phenomena and their use in speech; b. (for high school students), productive mastery of certain grammatical phenomena - for example, recognition and use in speech of various types of sentences, and constructions (for middle-class students); 3. When working with vocabulary: a. the systematization of lexical units, the expansion of the potential dictionary, the development of skills for recognizing and using lexical units in speech; b. formation of lexical skills of reading, listening and productive writing skills. 4. When teaching reading: a. perception of authentic texts of different styles (publicity, artistic, non-fiction), using basic types of reading: study, review, and search; b. formation of the ability to independently overcome language difficulties, providing reference and information support by providing language information (electronic encyclopedias, automatic dictionaries).

The use of computer programs makes it possible to shift the focus from reproductive activity to creative activity, to enrich learning, to develop associative and emotional memory and audiovisual perception. Parallel texts in Ukrainian and English also help to achieve unconscious establishment of interrelation between words. Listening to the materials facilitates and accelerates their assimilation, helps to improve English, and develop a correct intonation of the English language [2]. The use of information technologies also facilitates the implementation of group work; allows planning creative activity, active, and purposeful communication (within the group and with the outside world); provides opportunities for organizing collective creativity (Web 2.0 technology), information retrieval in

open information networks (when creating a project and preparation of individual tasks) and preparation of reports on the work performed or the event. Great opportunities for teaching students in foreign languages provide multimedia.

A distinctive feature of multimedia is a high information density and a full set of the most effective learning components – a synthesis of text, visualization, and audio materials that allow you to perceive information in a multimodal manner, with the activation of several information channels, which allows you to use the most effective ways of perception for each student. Thus, the use of information technology in lessons provides a lasting result, primarily due to the use of the creative potential of students, which leads to the formation of a situation of success and increases the motivation in the teaching. The pedagogical process is the cooperation with the student, when the teacher helps in overcoming difficulties; explains, shows, reminds, points out, brings, advises, consults, prevents, empathizes, encourages, stimulates confidence and interests; inspires and gives the student the joy of communication; helps learning to develop and improve [7, 8]. The result of the work is achieved due to the optimal combination of innovative tools and teaching methods, which maximizes the cognitive activity, the desire to resolve problem situations and the independence of students.

Thus, information and computer technologies are a means of activating the creative potential and improving the quality of knowledge when learning a foreign language. Information technology is only for teachers who love to learn new. They are for those who are not indifferent to the level of their professional competence, which cares how much the teacher of the modern Ukraine high school meets the requirements of the coming. Active work is being done to create and improve electronic courses, as well as the modernization of mechanisms for their accumulation and evaluation.

As our practice of using Google classrooms shows, it is an open source learning environment. Their competes on an equal footing with the world flagships of the system of the distant educational system (SDE) market. Google classrooms combine a wealth of functionality, flexibility, reliability and ease of use. Another system as Moodle is also used by many teachers of foreign languages. The system is widely known in the world, has more than 60 thousand installations in more than 100 countries, having been translated into several dozen languages. The system is well scaled: there are installations that serve up to a million users.

Moodle SDO is designed to create and conduct quality distance courses based on the following characteristics: – Moodle Features – all resources are collected in a whole unit. In the system, you can create and store electronic learning materials and specify the sequence of their study. Due to the fact that access to Moodle is carried out through the Internet or other networks, students do not are tied to a specific place and time, can move on the material at their own pace from any part of the globe. – Electronic format allows you to use not only text as a "textbook", but interactive resources of any format from an article in Wikipedia to

a video on YouTube. All course materials are stored in the system; they can be organized using shortcuts, tags and hypertext links. – Joint solution of educational tasks: Moodle is focused on teamwork. In the system for this purpose a lot of tools are provided: wiki, glossary, blogs, forums, and workshops.

At the same time, the training can be carried out asynchronously, when each student studies the material at his own pace, and in real time, organizing online lectures and seminars. The system supports the exchange of files of any formats – both between the teacher and the student, and between the students themselves. The teacher is in touch with the students. Broad opportunities for communication is one of the strongest aspects of Moodle. In the forum, you can conduct discussions on groups, evaluate messages, and attach files of any formats to them. In personal messages and comments – to discuss a specific problem with the teacher personally. In a chat, the discussion takes place in real time. Newsletters promptly inform all course participants or individual groups about current events: you do not need to write to each student about a new assignment: the group will receive notifications automatically. – The quality of training is under control. Moodle creates and stores a portfolio of each student: all the work submitted by him; evaluations and comments of the teacher; messages in the forum. Allows you to control "attendance" - the activity of students, the time of their academic work on the network.

As a result, the teacher spends his time more efficiently. He can collect statistics on the students: who downloaded what, what homework did and what tests he received. Thus, a lecturer can find out how students understand the topic, and in view of this, offer material for further study [3]. We also find it is important that the features that Moodle gives to users can be grouped by roles: 1. Students learn at anytime, anywhere, at a convenient pace, spend more time on in-depth study of interesting topics, knowledge is better absorbed. 2. Lecturers keep the course up to date, change the order and method of submitting material depending on the work of the group, spend more time on creative work and professional growth, because routine processes can be entrusted to SDE, support feedback from students, including after graduation. 3. Administration effectively distributes the burden on teachers, analyzes the results of training, and reduces the cost of managing the learning process

6. Conclusions

To conclude all said above, it is worth mentioning that in Moodle, there are solutions for all possible tasks of managing the learning process. The use of information technologies in teaching the foreign language helps to solve various problems of modern methods, such as the organization of successful communication-directed learning, creation of an educational language environment, involving all students in the communication process at the lesson (with the help of attraction of interests of the last in a choice and work with the information), improving the role of the teacher, his active participation in adjusting

the content of training, the selection of the most effective ways of presenting information. Thus, at present, the issue of using new methods for teaching the foreign language is working with multimedia technologies. All these innovative techniques ensure the effectiveness of training within the framework of a modern system activity approach.

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